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ABSTRACT

This guide is designed to provide job-relevant tasks, performance objectives, performance guides, resources, teaching activities, evaluation standards, and achievement testing for the occupation of information processing specialist. It can be used with any teaching method, and it addresses all three domains of learning: psychomotor, cognitive, and affective. The guide contains six units that cover the following topics: supervising information processing activities; supervising information processing employees; entering and storing documents and files; editing and correcting documents and files; printing, distributing, and receiving output; and performing related administrative support activities. Each unit consists of lessons based on performance objectives. Units contain tasks, standards of performance, source of standards, conditions for performance, enabling objectives, resources, teaching activities, criterion-referenced measures, performance guide, and checklists for performance evaluation. A bibliography completes the guide. (KC)

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V-TECS GUIDE

FOR

INFORMATION PROCESSING SPECIALIST

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INTRODUCTION

V-TECS guides are an extension or continuation of the V-TECS catalogs. While the V-TECS catalog is a composition of duties, tasks, performance objectives, and performance guides, it deals only with the psychomotor aspect of an occupation. It is a blueprint of an occupation. It deals only with the identification of the "hands on" aspect of the occupation. It does not take into consideration such things as the background information surrounding a task, how to make inferences, generalizations and decisions from a body of knowledge, nor does it deal with attitudes, job seeking skills, safety or energy conservation practices. V-TECS guides take these aspects of teaching and learning into consideration.

Experience has shown that the art of learning can also be taught while teaching subject matter. People need to learn how to learn. V-TECS guides take into consideration how students learn and are an efficient way for instructors to assist them to learn.

The V-TECS guide includes all three domains of learning: psychomotor, cognitive, and affective. The following paragraphs give a brief explanation of each area.

Psychomotor

Manipulative skills such as typing a business letter or keyboarding a mailing list are examples of psychomotor skills. Tasks such as these are identified in V-TECS catalogs. V-TECS catalogs also group tasks by duties and objectives. Each performance objective has a performance standard which must be met to prove student proficiency in the manipulative aspect of the task. The V-TECS catalog, however, does not include any suggestions as to how to learn to do these tasks. The V-TECS guides are developed around work-oriented psychomotor tasks.

Cognitive

To perform psychomotor tasks, students must think. To type a business letter, the student must know the format a business requires for outgoing correspondence. To keyboard a mailing list, the student must know how to use the various commands of the word processing unit. In either situation the student must think about what is being done. This involves cognition or a mental activity. Cognition is what goes on in the mind about any job being done. V-TECS guides provide both the collateral knowledge and the impetus to apply cognition to psychomotor tasks.

Students gain cognition through both real and imaginary experiences. They may read, view tapes, memorize or practice a process or procedure until they are certain of it. To test their knowledge, students may be required to decide the proper procedure, method or sequence for performance. This is cognitive activity (decision making) at its highest level.

Cognition, then, is that process by which information is stored and used. The mental thought that warns one of potential dangers is cognition. Anything that goes on in the mind is cognition. Good cognition or thinking can help an employee do a job better and quicker. V-TECS guides provide for the cognitive aspects of learning.

Affective

Curriculum writers, supervisors, and instructors should try to assist students in acquiring a positive attitude toward self, job, school, or fellow students. V-TECS guides seek to provide assistance to the instructor in this area. It is difficult for the instructor to identify each aspect of desirable behavior for every unit and often harder yet to teach them. In this area, a student might be judged on the housekeeping in the work area, punctuality, and ability to carry out directions Potential employers are interested in student attitude because an angry or uncertain person is often a poor worker.

By using this V-TECS guide the student will have participated in activities dealing with getting along with others, with supervisors, or staff members and with small to large groups.

USE OF A V-TECS GUIDE

This V-TECS guide is designed to provide job-relevant tasks, performance objectives, performance guides, resources, teaching activities, evaluation standards and achievement testing in selected occupations. This guide is designed to be used with any teaching methods you as an instructor may choose. For example, if a lecture/demonstration method is best for you, you will find sufficient help to meet your needs. If you prefer to use discussions or other methods that require student participation, you will find ample help. Regardless of which method is successful for you, a V-TECS guide can save preparation time and offer innovative methods and procedures. For example, a student may work either alone or on a team while in class and learn skills in direct relation to what is actually done on the job.

The use of small groups in teaching can be helpful when many students may feel inadequate due to their lack of background information in mechanical things. Some students may feel that they are physically incompetent or lack the necessary background experiences. A successful program can provide students with a sense of security by reinforcing positive attitudes while improving their skill and group subject knowledge and by allowing students to interact on a group level. As students gain confidence and discover that they are an essential part of a team engaged in the learning-teaching process, their confidence increases. Individually they also learn to work without direct supervision. In addition, use of the small-group method permits the instructor to vary instructional routines away from lecture or other full-class methods to activities for single students, pairs of students or any number so desired.

In this V-TECS guide you will find suggestions for specific classroom activities. The activities are not meant to restrict you or your students, but only to offer a variety of learning activities for each task statement. Please note that these suggestions are only guides, and that you may not need to cover each one. The objectives you select will be based on the needs of your students. One final note: the performance objectives are not listed in any specific order.

SUPERVISING INFORMATION PROCESSING ACTIVITIES

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 1

TASK: Update information processing service.

STANDARD OF PERFORMANCE OF TASK:

Information processing service must be evaluated periodically and updated on an as-needed basis to meet user needs.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Vendor representative
User service requests
Procedures manual

ENABLING OBJECTIVES:

1. General knowledge of information processing services.
2. Identify sources of information processing data.

RESOURCE:

1. Casady. **Word/Information Processing Concepts,** Chapter 10.

TEACHING ACTIVITIES:

1. Explain the importance and necessity of evaluating and updating an information processing service.
2. Have students contact various information processing services in the area to find out the types of services rendered.
3. Have the class develop questions to be included in a survey of information processing employees.
4. Invite a representative from an information processing service to discuss recent trends in information processing.

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will prepare a summary report of the services rendered by the information processing services in the area.

PERFORMANCE OBJECTIVE 1 (Continued)

Method of Evaluating Practical Application:

The instructor will evaluate the reports prepared by the students using the checklist. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Obtain the following information from users concerning the information processing service.
    a. Adequacy of services currently offered (quantity and quality)
    b. Additional services needed
2. Evaluate information to determine feasibility of recommendations.
    a. Contact vendor representative for input.
    b. Evaluate personnel requirements.
3. Document findings and recommendations for updating service in report form.
4. Submit report to appropriate managerial and supervisory personnel for consideration and approval.
5. Provide additional information wherever clarification is needed.
6. Implement approved changes.

CHECKLIST FOR PERFORMANCE OBJECTIVE 1 EVALUATION

PERFORMANCE TEST FOR UPDATING INFORMATION PROCESSING SERVICE

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Report meets following criteria:		
Concise	______	______
Content	______	______
Appearance	______	______
Punctuation	______	______
Grammar	______	______
Spelling	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 2

TASK: Prepare cost justification for hardware and software purchases or hardware leases.

STANDARD OF PERFORMANCE OF TASK:

Cost justification for hardware and software purchases or hardware leases must provide accurate information about available options.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Applications requiring hardware/software purchases or hardware leases
Literature on types of hardware/software being considered
Budget information
Vendor representatives
Cost information about leasing equipment

ENABLING OBJECTIVE:

1. Identify sources of data for hardware and software items.
2. General knowledge of budget preparation.

RESOURCE:

1. Daggett, Badrkhan and Kruse. **Computers and Information Technology,** pp. 218-226.

TEACHING ACTIVITIES:

1. Explain reasons for documenting justification of purchases.
2. Have students read **Computers and Information Technology,** pp. 218-226.
3. Have students research models/versions of available hardware/software products.
4. Assign students to research report entitled "Cost Justification for Hardware and Software Purchases and Leases."

PERFORMANCE OBJECTIVE 2 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will prepare a one-page typewritten summary report which justifies the purchase of hardware/software.

Method of Evaluating Practical Application:

The teacher will evaluate the reports prepared by the students using the checklist. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Review applications and procedures to be implemented.
2. Determine the types of hardware and software needed.
3. Research the various models/versions available of selected hardware and software.
    a. Read magazine articles, advertisements, and catalogs.
    b. Request literature from vendors.
    c. Meet with vendor representatives and review advantages and disadvantages of available hardware and software.
    d. Visit and evaluate an installation with a similar setup.
    e. Attend office expositions.
    f. Participate in management seminars on systems and software.
4. Analyze advantages and disadvantages and select hardware and software to be purchased or leased.
5. Prepare cost justification for hardware and software purchase/lease.
    a. Price
    b. Compatibility with current systems
    c. Advantages of each model/version over others
    d. Savings in terms of increased output and reduced turnaround time
    e. Ease of use
    f. Quality/durability
    g. Cost of maintenance
6. Submit the cost justification for approval.

CHECKLIST FOR PERFORMANCE OBJECTIVE 2 EVALUATION

PERFORMANCE TEST FOR PREPARING COST JUSTIFICATION FOR HARDWARE AND SOFTWARE PURCHASES OR HARDWARE LEASES

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Report meets the following criteria:		
Organization of material	______	______
Content	______	______
Appearance	______	______
Punctuation	______	______
Spelling	______	______
Grammar	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 3

TASK: Plan hardware installation.

STANDARD OF PERFORMANCE OF TASK:

Hardware installation must be designed to meet organizational needs based upon work flow, physical environment, budgetary constraints, and availability of equipment.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.
Bergerud, M. and J. Gonzalez. **Word/Information Processing: Concepts of Office Automation,** 2nd ed.

CONDITIONS FOR PERFORMANCE OF TASK:

Feasibility study
Vendor representative
Journals and other literature

ENABLING OBJECTIVE:

1. Knowledge of hardware installation procedures.
2. Identify sources of information on hardware installation.

RESOURCE:

1. Casady. **Word/Information Processing Concepts,** pp. 141-154.

TEACHING ACTIVITIES:

1. Assign readings on hardware installation in **Word Processing Concepts.**
2. Invite a hardware representative to discuss the activities involved in planning for hardware installation.
3. Discuss the purposes of feasibility studies.
4. Have the class prepare scale drawings of the facility and design the equipment configuration:
    a. If the room were used as a lab
    b. If the room were a combination lab/lecture room.

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PERFORMANCE OBJECTIVE 3 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Have groups of students select the hardware to be used for different situations including:
a. Small accounting firm
b. Small retail business
c. Law or real estate offices.
Each group should present their findings to the class.

Method of Evaluating Practical Application:

Using concepts discussed in class, the instructor will evaluate by observation. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Review available hardware.
    a. Contact vendor representatives.
    b. Read journals.
    c. Attend office expositions.
    d. Contact other businesses/organizations.
    e. Talk with employees.
2. Select hardware based upon Step 1.
3. Summarize in report form information and recommendations concerning hardware installation, including
    a. Development of procedures to expedite work flow with minimum disruption
    b. System to keep employees informed of status of hardware installation
4. Submit report to appropriate managerial and supervisory personnel.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 4

TASK: Supervise hardware installation.

STANDARD OF PERFORMANCE OF TASK:

Hardware must be installed according to planned schedule with minimum disruption.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.
Bergerud, M. and J. Gonzalez. **Word/Information Processing: Concepts of Office Automation, 2nd ed.**

CONDITIONS FOR PERFORMANCE OF TASK:

Plan for hardware installation
Familiarity with office schedule

ENABLING OBJECTIVE:

1. Knowledge of hardware installation procedures.
2. Identify work schedule priorities.

RESOURCE:

1. Robichand et al. **Introduction to Data Processing,** Chapter 5.

TEACHING ACTIVITIES:

1. Discuss reasons for having a plan for installing hardware and determine the information needed in the plan.
2. Invite a vendor to discuss steps taken in his/her company to install hardware.
3. Discuss the types of problems that could occur when installing hardware.

CRITERION-REFERENCED MEASURE:

Practical Application:

The teacher will prepare a problem simulation for students to supervise the installation of computer hardware.

Method of Evaluating Practical Application:

Using concepts discussed in class, the instructor will evaluate by observation. All items should be rated satisfactory.

PERFORMANCE OBJECTIVE 4 (Continued)

PERFORMANCE GUIDE:

1. Review plan for hardware installation.
2. Select date to install hardware, considering
    a. Complexity of installation
    b. Disruption of physical environment and employees' work schedules
    c. Vendor availability.
3. Confirm installation with vendor.
    a. Verify date.
    b. Verify length of time involved (assuming that no extraordinary problems exist).
4. Inform employees of installation schedule.
5. Insure that schedules are adhered to during hardware installation.
6. At conclusion of installation,
    a. Insure that equipment is operational
    b. Obtain procedure for maintenance
    c. Obtain serial numbers.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 5

TASK: Update software.

STANDARD OF PERFORMANCE OF TASK:

Current software revisions must be obtained and implemented on an ongoing basis in order to maintain an updated system that meets the needs of users.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Ongoing system that requires periodically updated software
Vendor representatives
Vendor software revisions

ENABLING OBJECTIVES:

1. Knowledge of office communications for software users.
2. Identify sources of software information for revisions.

RESOURCE:

1. Robichaud et al. **Introduction to Data Processing,** Chapters 6 and 14.

TEACHING ACTIVITIES:

1. Discuss the importance of making software revisions.
2. Invite a vendor to discuss the need to make software revisions.
3. Discuss methods of informing software users of changes in software.

CRITERION-REFERENCED MEASURE:

Practical Application:

The student should prepare a typewritten one-page summary report stating the importance of making software revisions, how software revisions are obtained and implemented, and methods of informing users of the changes.

Method of Evaluating Practical Application:

The teacher will evaluate the report prepared by the students using the checklist. All items should be rated satisfactory.

PERFORMANCE OBJECTIVE 5 (Continued)

PERFORMANCE GUIDE:

1. Identify current software revisions from vendor.
2. Make necessary arrangements to obtain applicable software revisions.
3. Notify software users of possible changes related to new versions.
4. Implement new software revisions.

CHECKLIST FOR PERFORMANCE OBJECTIVE 5 EVALUATION

PERFORMANCE TEST FOR UPDATING SOFTWARE

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Criteria for report:		
Organization of material	____	____
Content	____	____
Appearance	____	____
Punctuation	____	____
Spelling	____	____
Grammar	____	____

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 6

TASK: Monitor hardware and software for working condition.

STANDARD OF PERFORMANCE OF TASK:

Hardware and software must be monitored and checked as recommended in equipment and procedures manuals to insure that acceptable equipment performance is maintained.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Checklists and guides
Equipment manual
Procedures manual
Hardware and software

ENABLING OBJECTIVE:

1. Identify sources of information on hardware/software.

RESOURCE:

1. Hardware and software operating manuals.

TEACHING ACTIVITIES:

1. Explain the importance of periodic maintenance checks on hardware and software.
2. Have the class develop a form to use in reporting equipment problems.
3. Have students research manuals of equipment in the department and develop a checksheet to use for periodic checks.

CRITERION-REFERENCED MEASURE:

Practical Application:

Using checklist developed from equipment manuals, the student will check the equipment in the department and fill out any necessary forms to report problems.

Method of Evaluating Practical Application:

Instructor will evaluate by observation, using concepts discussed in class. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 6 (Continued)

PERFORMANCE GUIDE:

1. Perform periodic (daily, weekly, or monthly) checks and maintenance on hardware and software according to volume of use and equipment and procedures manuals.
2. Schedule vendor maintenance and checks at prescribed intervals.
3. Notify vendor of any unusual equipment performance or nonworking functions whenever the situation warrants.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 7

TASK: Facilitate hardware repairs and maintenance.

STANDARD OF PERFORMANCE OF TASK:

Repairs and maintenance must be arranged as needed in order to keep hardware functional.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Equipment to be serviced
Service center
Maintenance log
Personnel designated as key operators

ENABLING OBJECTIVE:

1. Identify sources for hardware repairs and maintenance.
2. Knowledge of repair procedures.

RESOURCE:

1. Shelley and Cashman. **Computer Fundamentals for an Informative Age**, p. 15.

TEACHING ACTIVITIES:

1. Invite a vendor to discuss the importance of equipment maintenance.
2. Divide class into small groups and have each group develop a form for reporting maintenance problems.
3. Discuss procedures for reporting maintenance problems.

CRITERION-REFERENCED MEASURE:

Practical Ap[plication:

Given a maintenance form, equipment list and owner's manuals, the student will complete maintenance procedures.

Method of Evaluating Practical Application:

Observation by instructor using the checklist. All items must be rated satisfactory.

PERFORMANCE OBJECTIVE 7 (Continued)

PERFORMANCE GUIDE:

1. Establish a procedure for operators to follow in reporting problems with hardware and software.
2. Designate a key operator to provide assistance when there are problems.
3. Contact service center and schedule needed repairs and maintenance (if repairs cannot be handled internally) and provide the following information:
    a. Your name
    b. Company name
    c. Department and location
    d. Description of equipment to be serviced, including serial number
    e. Repair or maintenance required.
4. Record pertinent information about request in maintenance log.
5. Explain maintenance request to service person when service call is made.
6. Obtain information concerning findings and whether precautionary measures are required at conclusion of repair/maintenance.
7. Document service call.

CHECKLIST FOR PERFORMANCE OBJECTIVE 7 EVALUATION

PERFORMANCE TEST FOR FACILITATING HARDWARE REPAIRS AND MAINTENANCE

____
Student's Name Date

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Completed maintenance forms.	________	________
2.	Completed maintenance log entry.	________	________
3.	Assisted service person with necessary information.	________	________

APPROVED: Yes ______ No ______

____
Evaluator's Signature Date

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 8

TASK: Maintain hardware and software inventory records.

STANDARD OF PERFORMANCE OF TASK:

All hardware and software inventory records must be correctly maintained to reflect the actual items on hand.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Hardware and software purchases/disposals
Inventory records
Procedures manual

ENABLING OBJECTIVE:

1. Knowledge of hardware/software records.
2. Knowledge of inventory procedures.

RESOURCE:

1. Shelley and Cashman. **Computer Fundamentals for an Informative Age**, p. 15.

TEACHING ACTIVITIES:

1. Describe the inventory systems used at your school for hardware and software.
2. Have students participate in an inventory update in your department.
3. Invite a vendor to explain the inventory procedures used in an office.

CRITERION-REFERENCED MEASURE:

Practical Application:

Have students update the hardware/software inventory of the department. Based on previous records, they should decide the number of items needed to be ordered.

Method of Evaluating Practical Application:

Review the inventory update made by the students. A spot check should show items counted and updated correctly.

PERFORMANCE OBJECTIVE 8 (Continued)

PERFORMANCE GUIDE:

1. Update hardware and software inventory records according to procedures manual as items are purchased, sold, replaced, or moved.
2. Verify inventoried items according to procedures manual.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 9

TASK: Develop information processing procedures.

STANDARD OF PERFORMANCE OF TASK:

Information processing procedures must be developed to provide guidelines for the efficient management of the information processing function.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Situation warranting need for procedures

ENABLING OBJECTIVE:

1. Knowledge of information processing functions.
2. Identify basic office procedures.

RESOURCE:

1. Luke and Stiegler. **Office Systems and Procedures,** pp. 406-410.

TEACHING ACTIVITIES:

1. Assign readings related to information processing procedures in **Office Systems and Procedures.**
2. Discuss the necessity for planned and organized procedures in information processing.
3. Discuss the workers involved in the cycle of input, process, output, edit, distribute, and store.
4. Using their experiences in word processing lab as background information, have each student write a description of two potential problems in a word processing situation. Have students exchange papers and attempt to solve the problems created by another student.

CRITERION-REFERENCED MEASURE:

Practical Application:

Using the situations and solutions developed by the students, discuss other possible solutions to procedure problems.

PERFORMANCE OBJECTIVE 9 (Continued)

Method of Evaluating Practical Application:

Question to use as part of written evaluation: Correctly number the steps in the word processing procedure with 100 percent accuracy.

_________ Storage
_________ Edit
_________ Input
_________ Distribute
_________ Output
_________ Process

Answers: 6, 4, 1, 5, 3, 2

PERFORMANCE GUIDE:

1. Evaluate current work procedures related to information processing.
2. Analyze the tasks performed by each information processing worker.
3. Evaluate findings obtained in Steps 1 and 2.
4. Revise assignments to facilitate work flow and document quality wherever necessary.
5. Prepare written procedures documenting information processing functions.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 10

TASK: Establish information/word processing production standards.

STANDARD OF PERFORMANCE OF TASK:

Production standards must be established so that information output can be accurately measured and documented.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Situation requiring establishment of production standards

ENABLING OBJECTIVE:

1. Identify information/word processing production standards.

RESOURCE:

1. Luke and Stiegler. **Office Systems and Procedures,** pp. 420-421.

TEACHING ACTIVITIES:

1. Explain expectations of performance standards relative to quantity and quality.
2. Using a daily log sheet, provide production measurement of original documents keyed, total lines keyed, and revised documents keyed.
3. Set up routine procedures for documenting turn around time, type of input, and type of output.
4. Provide the student with the criteria to be used in judging the quantity and quality of work completed. After a week of using this criteria, students should evaluate the log sheet for needed changes.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a practical situation in which production is required, the student will develop quality and quantity for word/information processing.

Method of Evaluating Practical Application:

The instructor will use the performance guide to evaluate student's work.

PERFORMANCE OBJECTIVE 10 (Continued)

PERFORMANCE GUIDE:

1. Define standards of performance.
    a. Quantity
    b. Quality
2. Develop method(s) of measuring production.
    a. Number of original documents keyed
    b. Number of total lines keyed
    c. Number of documents revised
    d. Other relevant production information
3. Establish procedures for documenting performance.
4. Develop implementation program for Step 3

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 11

TASK: Develop code system for processed document.

STANDARD OF PERFORMANCE OF TASK:

A code system must be developed that identifies (1) the operator who processed the document, (2) the originator of the document, (3) the name used to access document, and (4) the date document was prepared.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Procedures manual

ENABLING OBJECTIVES:

1. Knowledge of code systems.
2. Identify types of processed documents.

RESOURCES:

1. Popyk. **Word Processing Essential Concepts**, pp. 202-212.
2. Casady. **Word Processing Concepts**, pp. 127-129.

TEACHING ACTIVITIES:

1. Explain the necessity for a coding system and define the information needed in the code.
2. Using documents collected during the year, develop a procedure for coding.
3. Develop a log sheet that includes a section for recording the document code.
4. Practice coding documents from a typewriting textbook.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given class discussion and instructions, the student will prepare an instructional memo to be sent to other workers outlining the procedures for coding documents.

PERFORMANCE OBJECTIVE 11 (Continued)

Method of Evaluating Practical Application:

The instructor will use the checklist to rate the student's work. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Define information that code should contain.
    a. Operator who processed the document
    b. Originator of the document
    c. Name used to access the document
    d. Date document was prepared
2. Establish procedure for systematically coding documents.
3. Develop form for recording document codes.
4. Instruct operators in use of codes.

CHECKLIST FOR PERFORMANCE OBJECTIVE 11 EVALUATION

PERFORMANCE TEST FOR DEVELOPING CODE SYSTEM FOR PROCESSED DOCUMENT

Student's Name ______________________ **Date** ________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Defined information for coding.	______	______
2. Established procedure for coding.	______	______
a. Identified operator	______	______
b. Identified originator	______	______
c. Identified access name	______	______
d. Identifield date that document was prepared.	______	______
3. Wrote memo instructing other operators in the use of the code system.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature ______________________ **Date** ________

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 12

TASK: Organize filing of stored data.

STANDARD OF PERFORMANCE OF TASK:

Prior to storage, determine data to be stored, how it is to be organized, and how long it is to be stored. This may be used as a guide in the storage and retrieval of data.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Situation requiring filing (archiving) of stored data
Procedures manual

ENABLING OBJECTIVES:

1. Identify basic filing procedures.
2. Knowledge of information processing functions.
3. Knowledge of office forms.

RESOURCE:

1. Luke and Stiegler. **Office Systems and Procedures**, pp. 278-285.

TEACHING ACTIVITIES:

1. Explain the purposes for storing data.
2. Define classifications of documents (i.e., vital, important, useful, nonessential).
3. Set up guidelines for records retention.
4. Ask students to collect business documents and bring them to class. Classify and determine length of retention.
5. Discuss types of filing systems (i.e., alphabetic, subject, geographic, numeric, and chronological).

CRITERION-REFERENCED MEASURE:

Practical Application:

Given class discussion, the student will describe how documents are stored and retrieved.

PERFORMANCE OBJECTIVE 12 (Continued)

Method of Evaluating Practical Application:

The instructor will grade the student's responses by observation using concepts discussed in class.

PERFORMANCE GUIDE:

1. Define procedures for storing data.
   a. Define what data are to be stored.
   b. Determine how data are to be stored.
   c. Categorize data to be stored.
   d. Define length of time data are to be retained.
2. Document procedures in written form.
3. Arrange data for storing in accordance with Step 2.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 13

TASK: Establish work priorities for information processing.

STANDARD OF PERFORMANCE OF TASK:

A work priority system must be established to insure that documents are processed in an organized manner relating to the order of their submission, importance, and/or urgency.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Work requests
Guidelines for work requests sent to the information processing center
Logging system to aid in follow-up of requests

ENABLING OBJECTIVES:

The student should possess mathematical skills.
The student should be able to make logical decisions.

RESOURCE:

1. Luke and Stiegler. **Office Systems and Procedures**, pp. 78-83.

TEACHING ACTIVITIES:

1. Explain why a priority system is necessary.
2. Let the students examine the log sheet they created when they completed word processing activities. Have students make a chart noting turnaround time for documents based on length of document.
3. Using the chart created in number 2, students should be able to establish a schedule of normal turnaround time for processing ordinary requests, for processing "rush" requests, and for processing bulk requests.
4. Have students develop a memo to inform office personnel of acceptance and probable return date of processing requests.
5. Lead students into development of categories for prioritizing tasks similar to immediate, important, routine, and hold.

CRITERION-REFERENCED MEASURE:

Practical Application:

Discuss the following situation:
Mary and Don work in the same office. Don completed his assignment and asked for more work. Mary stretched her work out to last the entire day. Which employee would you want working for you?

PERFORMANCE OBJECTIVE 13 (Continued)

The following activity is the evaluation given to each student:
Today is March 15. Listed below are tasks which need to be handled by you. Determine the order you need to follow to complete the work.

______ A. Prepare a three-page report for a speech on April 10.
______ B. Prepare a form letter to all patients telling them of our new service. Mail as soon as possible.
______ C. Advise staff of a meeting on March 18 at 1 p.m. in conference room.
______ D. Make reservations for trip to New Orleans April 9.
______ E. Cancel appointments on April 9 as I will be in New Orleans.
______ F. Catch up on all filing.

Answers: E, B, C, D, A, F (answers may vary, discuss in class)

Method of Evaluating Practical Application:

The instructor will evaluate by observation, using concepts discussed in class.

PERFORMANCE GUIDE:

1. Establish a normal turnaround time for processing ordinary requests (least amount of time within which a request can be prepared from time received until time completed).
2. Establish "rush" request turnaround time (minimum time required).
3. Establish a standard turnaround time for bulk request processing (manuals, lengthy documents) based on:
    a. Length of document
    b. Form of input (handwritten, typewritten, dictated)
    c. Requested return date
4. Prepare a schedule for acceptance and return of processing requests (return date based upon request date).
5. Determine the priority level of each request using the information in Steps 1 through 4.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 14

TASK: Log work in and out.

STANDARD OF PERFORMANCE OF TASK:

Work must be logged in and out according to established procedures.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Work requests
Work log
Procedures for submission and return of work requests

ENABLING OBJECTIVES:

1. Knowledge of work log procedures.
2. Identify various types of work requests.

RESOURCE:

1. Luke and Stiegler. **Office Systems and Procedures,** p. 407.

TEACHING ACTIVITIES:

1. Prepare work requests for students using material found in your typewriting textbook. Include a variety of document forms and a variety of priority data. (A sample work request form can be found in Luke and Stiegler, p. 407)
2. Assign the preparation of a log form for each request.
3. All documents for the work requests should be prepared.
4. Having completed the work requests, the required information should be noted in the log.
5. Have students evaluate their production procedures and production time to identify any inefficient work habits.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given class assignments, the student will prepare log sheets and documents.

Method of Evaluating Practical Application:

Using the following checklist, the instructor will evaluate each student's work for correctness. All items should be rated satisfactory.

PERFORMANCE OBJECTIVE 14 (Continued)

PERFORMANCE GUIDE:

1. Collect work requests and separate them into categories.
2. Prepare a log form for each request and enter necessary information.
    a. Date
    b. Log number
    c. Other data as required
3. Enter required information into log, including
    a. Time of submission
    b. Name of author/requester
    c. Type of request -- subject (memo, letter, report)
    d. Page count of the work request
    e. Requested return date.
4. Separate the work requests according to prioritization procedures and combine with current workload.
5. When work requests have been completed, note required information in log, including
    a. Date of completion
    b. Initials of person who prepared document
    c. Other data as required.
6. Place completed document in pick-up area, or forward for distribution.

CHECKLIST FOR PERFORMANCE OBJECTIVE 14 EVALUATION

PERFORMANCE TEST FOR LOGGING WORK IN AND OUT

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Performed log-in procedures correctly.	______	______
2. Prioritized work requests.	______	______
3. Performed log-out procedures correctly.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 15

TASK: Maintain production records.

STANDARD OF PERFORMANCE OF TASK:

Accurate records showing desired data in designated format must be maintained to document the production of the information processing department.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Situation requiring maintenance of production records

ENABLING OBJECTIVES:

1. Knowledge of production records.
2. Knowledge of office procedures.

RESOURCE:

1. Casady. **Word/Information Processing Concepts.** pp. 125-142.

TEACHING ACTIVITIES:

1. Discuss with the students the types of production records needed and how they will be used by management.
2. Have the class develop a workable format to store the information.
3. Using the actual log sheets prepared by the class during word processing, key the information into the proposed format.
4. Show actual production records used in a business.
5. Prepare productivity summaries of real production records.

CRITERION-REFERENCED MEASURE:

Practical Application:

The student should maintain production records for a month and compare ending entries with beginning entries.

Method of Evaluating Practical Application:

Instructor will evaluate by observation, using concepts discussed in class. All items should be rated acceptable.

PERFORMANCE OBJECTIVE 15 (Continued)

PERFORMANCE GUIDE:

1. Define what types of production records are needed and how they will be used.
2. Develop format to display information.
3. Develop procedure for compiling records.
4. Collect and key information according to format established in Step 2.
5. Summarize and output information on established schedule.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 16

TASK: Report chargeback costs (reprographics).

STANDARD OF PERFORMANCE OF TASK:

Chargeback costs must be accurately summarized and reported on time according to established procedures.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Completed user request forms
Procedures manual

ENABLING OBJECTIVES:

1. General knowledge of accounting costs.
2. Knowledge of office procedures.

RESOURCE:

1. Luke, Cheryl and S.B. Stiegler. **Office Systems and Procedures,** pp. 376-378.

TEACHING ACTIVITIES:

1. Explain method for determining costs to charge users.
2. Arrange for the school secretary to explain the types of copying equipment available and the procedures followed at your school.
3. Each student should prepare in report form a summary of the comparison costs for various reprographic methods (similar to chart on page 379, Luke and Stiegler).
4. Practice computing chargeback costs.
5. Plan a field trip to a business with a large reprographics department to view the procedures firsthand.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given class information, the student will prepare a report that compares costs of reprographic methods.

Method of Evaluating Practical Application:

The instructor will evaluate the student's chart by observation. The chargeback costs should be clear and easy to determine.

PERFORMANCE OBJECTIVE 16 (Continued)

Method	Cost		
______	______	1.	Mary needs 15 copies of a report to send to the company vice presidents by the end of the day.
______	______	2.	Mrs. Smith needs 100 copies of her 4-page semester exam.
______	______	3.	Kathy needs 50 copies of a memo to send to all the sales representatives.
______	______	4.	Ms. May needs 3,000 copies of a PTO meeting notice for next week.

Answers will vary according to the student's chart.

PERFORMANCE GUIDE:

1. Determine costs to charge users.
    a. Equipment
    b. Supplies
    c. Labor
    d. Overhead
2. Summarize work performed by user ID at end of designated accounting period.
3. Calculate charges (total work performed x cost per unit copy = total).
4. Record in report form information obtained from Steps 2 and 3.
5. Submit report to designated person upon completion.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 17

TASK: Conduct tour of information processing operations.

STANDARD OF PERFORMANCE OF TASK:

The tour should meet the specific needs of the visiting group and should adhere to the organization's guidelines concerning tours.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Tour request form
Procedures of information processing operations
Organization's guidelines concerning tours
Security of information being processed

ENABLING OBJECTIVES:

1. General knowledge of office operations.
2. Identify main concerns of visiting groups.

RESOURCE:

1. Casady. **Word/Information Processing Concepts,** Chapter 1.

TEACHING ACTIVITIES:

1. Explain the purpose of tours and various guidelines needed by organizations concerning tours.
2. Discuss knowledge needed concerning the equipment and personnel of a company. Apply this to your school's business education department. Have the students prepare written information about the equipment and personnel in your department.
3. Role play a tour of the business education department/word processing section. Divide the class into two groups. One group will request a tour of the department. The other group will conduct the tour.
4. Invite a class of prospective business students to tour your department. (A class of Introduction to Business students or Typewriting I students would be possibilities). Assign students as tour leaders/guides.
5. Students should plan every detail of the tour: inviting the group, introductions of personnel, explanation of courses and equipment, answering questions, and concluding tour on time.

PERFORMANCE OBJECTIVE 17 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Each student should be assigned preparatory tasks for the tour.

Method of Evaluating Practical Application:

Each student should be evaluated on the acceptable completion of their assigned tasks for the tour. Using concepts discussed in class, the instructor will evaluate by observation. All items should be rated acceptable.

PERFORMANCE GUIDE:

1. Determine interests of tour group.
2. Prepare itinerary to incorporate interests.
3. Confirm tour plans with the tour group leader.
4. Inform appropriate information processing personnel about the tour.
5. Guide the group through information processing operations on designated date.
6. Answer tour members' questions clearly and concisely.
7. Conclude the tour as scheduled.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 18

TASK: Compose correspondence and other communications.

STANDARD OF PERFORMANCE OF TASK:

Correspondence and other communications must convey intended message with completeness, correctness, clarity, conciseness, and courtesy.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Situation requiring a written communication

ENABLING OBJECTIVES:

1. Ability to type letters/memos/reports without errors.
2. General knowledge of business communications.

RESOURCE:

1. Luke and Stiegler. **Office Systems and Procedures,** pp. 49-53.

TEACHING ACTIVITIES:

1. Explain types of written communications required in an office.
2. Ask each student to furnish letters or other written communications requiring a written response.
3. Present each student with a problem requiring a written response.
4. Each student will write the necessary communication, edit and submit a final copy for processing.
5. Students may evaluate each other's work.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given instructions, the student will prepare the required written communications.

Method of Evaluating Practical Application:

The instructor will evaluate the final copy submitted by the student. Emphasis should be placed on presentation of the main idea, completeness of the necessary details, and correctness of editing.

PERFORMANCE OBJECTIVE 18 (Continued)

PERFORMANCE GUIDE:

1. Determine type of written communication required.
2. Gather needed information.
3. Compose communication.
    a. Present main idea.
    b. Follow up with necessary details.
    c. Conclude with a closing that reinforces the purpose of the communication.
4. Reread and edit communication.
5. Submit copy for processing.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 19

TASK: Resolve user problem.

STANDARD OF PERFORMANCE OF TASK:

User problem must be resolved efficiently and quickly to insure smooth operation of information processing and to maintain good rapport with users.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Procedure manuals (users and information processing)

ENABLING OBJECTIVE:

1. Identify basic problem conflicts.
2. General knowledge of information processing procedures.

RESOURCE:

1. Daggett, Badrkhan and Kruse. **Computers and Information Technology,** pp. 223-226.

TEACHING ACTIVITIES:

1. Identify potential users of an information processing system.
2. Discuss with the students the problems that occur when users are not receiving the requested materials as needed.
3. Invite a guest speaker from a local information processing business to talk with the class about the importance of resolving problems.
4. Have the students "brainstorm" to develop situation problems and develop possible solutions.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a problem simulation, the students must identify the user, the problem, and possible solutions.

Method of Evaluating Practical Application:

Instructor will evaluate student solutions by observation, using concepts discussed in class.

PERFORMANCE OBJECTIVE 19 (Continued)

PERFORMANCE GUIDE:

1. Define problem.
2. Identify users involved.
3. Analyze alternative solutions.
4. Meet with users either individually or as a group to resolve problem.
5. Schedule a follow-up meeting to insure that problem has been resolved.

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 20

TASK: Train user to use dictation equipment.

STANDARD OF PERFORMANCE OF TASK:

At the conclusion of the training session, the user must be able to operate dictation equipment so that audible input is produced. The user must be able to assemble supporting documents pertinent to the dictation.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Situation requiring instruction on use of dictation equipment
Dictation equipment and supplies
Training location
User and instructor
Equipment manual

ENABLING OBJECTIVE:

1. Knowledge of dictation equipment.

RESOURCES:

1. Oliverio and Pasewark. **Secretarial Office Procedures,** 9th Edition, pp. 72-73.
2. Casady. "Teaching Future Secretaries How to Dictate," **Business Education Forum** (March, 1978), pp. 17-19.

TEACHING ACTIVITIES:

1. Demonstrate dictation equipment, explain the final output of the use of the machine and the functions of the various uses of the equipment.
2. Discuss techniques of dictation.
3. Provide the student with material necessary for dictation.
4. Have each student dictate a letter for transcription.
5. Invite a guest speaker (executive secretary, administrative assistant or office manager) to the class to talk on the topic of dictation.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given measured materials, the student will use dictation equipment to practice dictating.

PERFORMANCE OBJECTIVE 20 (Continued)

Method of Evaluating Practical Evaluation:

Using the following checklist, the instructor is to evaluate the output produced by the student dictation. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Schedule training session with user at a convenient time and place.
2. Assemble equipment and supplies prior to session.
3. Meet with user to demonstrate and explain operation of dictation equipment.
4. Provide opportunity for user to practice operation of equipment and to ask questions.
5. Instruct user concerning assembling of materials and documentation related to dictation.
6. Make equipment manual available to user.
7. Conclude training session.

CHECKLIST FOR PERFORMANCE OBJECTIVE 20 EVALUATION

PERFORMANCE TEST FOR TRAINING USER TO USE DICTATION EQUIPMENT

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Explained type of dictation.	______	______
2. Gave special instructions.	______	______
3. Dictated paragraphs.	______	______
4. Dictated punctuation.	______	______
5. Spoke in normal tone.	______	______
6. Spoke at normal rate.	______	______
7. Concluded with necessary information.	______	______
8. Produced audible input.	______	______
9. Assembled related documents.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: SUPERVISING INFORMATION PROCESSING ACTIVITIES

PERFORMANCE OBJECTIVE 21

TASK: Keep up-to-date with technical developments.

STANDARD OF PERFORMANCE OF TASK:

Supervisors and workers must keep up-to-date with technical developments by reading journals; attending in-house and outside workshops, office-related expositions, seminars, conferences, and classes; joining professional organizations; and communicating with vendors.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Printed materials
Vendor classes
In-house training
Journals

ENABLING OBJECTIVES:

1. Identify sources of data on information processing equipment/processes.
2. Identify local sources/vendors of new technical products.

RESOURCE:

1. Luke and Stiegler. **Office Systems and Procedures,** pp. 673-679.

TEACHING ACTIVITIES:

1. After making a list of various vendors in your area, have students contact vendors for latest product information.
2. Visit a local vendor for a demonstration of various new products.
3. Invite a guest speaker from the National Secretaries Association or other professional office personnel association in your area.
4. Have students prepare a list of office automation journals available. A summary of the leading article in each of the latest editions will give the class an idea of the type of information available.
5. Have students prepare a list of conferences, seminars, and workshops advertised in newspapers and professional publications. The list should include name of event, date, place, topics to be covered, and cost.

PERFORMANCE OBJECTIVE 21 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

After students have received feedback from their various contacts with vendors, professional organizations, etc., have students report their findings to the class.

Method of Evaluating Practical Application:

Questions to be used in written evaluation:

1. Why is it important to update your skills and knowledge?
   Answer: By keeping your skills and knowledge current, you show that you are interested in your career. This can lead to advancements and make you a valuable employee.
2. As an office worker, why should you join professional organizations?
   Answer: Being active in professional organizations will help you grow professionally. You will be in contact with other people in your profession. This will enable you to develop your leadership skills. You will receive current information to help in your career.

PERFORMANCE GUIDE:

1. Define sources of information.
   - a. Office automation journals
   - b. Vendors
   - c. Professional organizations
   - d. Conferences, seminars, and workshops
   - e. Office-related expositions
2. Develop method(s) of accessing sources of information defined in Step 1.
   - a. Develop reading list and subscribe to office automation journals.
   - b. Add name to addressee list for in-house information classes and reading materials.
   - c. Attend outside workshops, seminars, conferences, office-related expositions, and vendor sessions.
   - d. Join professional organizations.
   - e. Contact vendors for latest product information.

SUPERVISING INFORMATION PROCESSING EMPLOYEES

DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 22

TASK: Prepare job description.

STANDARD OF PERFORMANCE OF TASK:

The job description must accurately describe the content of and essential requirements for the job to be performed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

List of job titles
Knowledge of tasks to be performed for each job

ENABLING OBJECTIVES:

1. Identify main features of job descriptions.
2. Knowledge of library reference materials that relate to jobs/job descriptions.

RESOURCES:

1. U.S. Department of Labor. **Occupational Outlook Handbook.** pp. 205-206.
2. Crawford et al. **Century 21 Typewriting,** 3rd edition, p. 336.

TEACHING ACTIVITIES:

1. Explain the role that a job description can play when seeking, getting, maintaining and advancing in a job position.
2. Show students transparency of a job description that is typed in the correct format. List and discuss information to be included in a job description.
3. Students will type a job description from rough draft for practice from **Century 21 Typing Book,** p. 336.
4. Students will select a job title and research title in library using a resource like **U.S. Occupational Outlook Handbook,** and develop a job description.
5. If available, arrange a demonstration of SCOIS (South Carolina Occupational Information System).
6. Invite a representative from Job Service or employment agency to discuss job descriptions used in their offices.

PERFORMANCE OBJECTIVE 22 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given information and data, the student will prepare job description, key data in, proof and print copy for teacher evaluation.

Method of Evaluating Practical Application:

Observation by instructor, using concepts and practices described in class. Printed job description should be rated satisfactory by instructor.

PERFORMANCE GUIDE:

1. Identify position title.
2. Prepare brief summary outlining scope of job.
3. Determine direct supervisor.
4. List responsibilities of position.
5. List duties of position.
6. List limitations of position.
7. List equipment to be operated.
8. List special skills required.
9. List special work conditions and requirements including, but not limited to, physical, time, and travel constraints.
10. Identify criteria for evaluation of job performance.
11. Review job description to insure final copy is correct.

DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 23

TASK: Hire employee.

STANDARD OF PERFORMANCE OF TASK:

The employee hired must be qualified for the position in accordance with the job description.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Job vacancy
Applicants
Job description
Advertising media
Completed application
Structured interview
Reference check
Knowledge of laws pertaining to personnel employment
Employment and materials for testing

ENABLING OBJECTIVES:

1. Identify company/office employment jobs.

RESOURCES:

1. Luke et al. **Office Systems and Procedures,** p. 640.
2. Office of Vocational Education, **Job Seeking**.

TEACHING ACTIVITIES:

1. Review the steps for getting a job.
2. Explain why it is important to get each step right the first time.
3. Show a filmstrip on applying for a job and/or job interview.
4. Have a representative from an employment agency or a personnel manager talk to students on what they look for when hiring employees.
5. Have students role play conducting job interviews.
6. Video tape interviews.
7. If possible, have employment representative give employment tests to students and then evaluate their work.
8. Go over steps for getting a job; conduct question and answer period.

PERFORMANCE OBJECTIVE 23 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will write letter of application, prepare resume, fill out an application form, and participate in an interview.

Method of Evaluating Practical Application:

All typed material will be evaluated on format and error-free copy. Using concepts discussed in class, the instructor will evaluate by observation.

PERFORMANCE GUIDE:

1. Review job description.
2. Publicize job opening.
3. Furnish application form to applicants.
4. Review completed applications.
5. Administer job-related employment tests.
6. Contact references of applicants to be interviewed.
7. Schedule interviews.
8. Conduct interviews.
    a. Explain duties of job and qualifications required.
    b. Explain working conditions.
    c. Explain salary, benefits, and advancement possibilities.
    d. Ask questions to determine qualifications of applicants.
    e. Give applicants opportunity to ask questions.
    f. Inform applicants concerning procedure for announcing appointment of successful job applicant.
9. Select best-qualified applicant.
10. Extend job offer to selected applicant.
11. Inform unsuccessful applicants.
12. Schedule employee orientation.

DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 24

TASK: Conduct employee training.

STANDARD OF PERFORMANCE OF TASK:

At the conclusion of training, the employees should be able to perform, independently and with a minimum of supervision, those tasks for which training was given.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Employees
Instructor
Equipment and supplies
Instructional materials
Training location
Training schedule
Equipment manual
Procedures manual

ENABLING OBJECTIVES:

1. Identify purposes of employee training.
2. Knowledge of training procedures.

RESOURCES:

1. Manuals.
2. Video equipment and tapes.
3. Procedures manual.
4. Fruchling and Weaver. **Electronic Office Procedures,** pp. 460-462.

TEACHING ACTIVITIES:

1. Explain the purpose of a training session for new employees.
2. Ask working students if they received any training on their jobs. Ask these students to share with the class their experiences in these training classes.
3. List some of the items that are normally covered in a training session.
4. Ask students to brainstorm to gather items that should be included in training session for job description in Task 23.
5. Explain the purpose of a procedures manual; show students a procedures manual from a local company, if possible.
6. Students should type the session's objectives, agenda, meeting place, starting time, etc. and make a schedule for new employees.
7. Students will role play the training session on video tape.
8. Have students review tape for question/answer period.

PERFORMANCE OBJECTIVE 24 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will plan, organize and prepare a schedule for a training session for new employees. After planning it, the student will conduct a training session.

Method of Evaluating Practical Application:

The teacher will grade written work on basis of accuracy and format. The training session will be graded using the checklist.

PERFORMANCE GUIDE:

1. Plan training session.
    a. Determine training objectives.
    b. Determine needed equipment and supplies.
    c. Determine needed instructional materials.
    d. Determine location for training session.
    e. Determine schedule for training session.
    f. Notify participants of training session.
2. Assemble needed equipment, supplies, and instructional materials prior to training.
3. Convene meeting and inform participants of training objectives.
4. Explain and demonstrate equipment and procedures.
5. Provide opportunity for trainee questions/reactions.
6. Provide opportunity for trainee practice whenever applicable.
7. Conclude meeting.
8. Evaluate trainees' performance and document.
9. Inform trainees of progress.
10. Provide remedial instruction as necessary.

CHECKLIST FOR PERFORMANCE OBJECTIVE 24 EVALUATION

PERFORMANCE TEST FOR CONDUCTING EMPLOYEE TRAINING

Student's Name ____________________ Date ____________

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Opened session properly.		
2.	Explained objectives of training session.		
3.	Explained and demonstrated equipment/ supplies.		
4.	Explained office procedures manual.		
5.	Provided opportunity for questions/ reactions.		
6.	Provided opportunity for trainees to practice job related tasks.		
7.	Concluded session.		

APPROVED: Yes ______ No ______

Evaluator's Signature ____________________ Date ____________

DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 25

TASK: Conduct employee performance evaluation.

STANDARD OF PERFORMANCE OF TASK:

The employee performance evaluation must be based upon the job description, must be discussed with the employee, and must be documented.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Job description
Personnel records
Personnel (employee and supervisor)
Evaluation checklist
Procedures manual

ENABLING OBJECTIVES:

Communication skills.
Decision-making skills.

RESOURCE:

1. Luke and Stieger. **Office Systems and Procedures,** Chapter 2.

TEACHING ACTIVITIES:

1. Explain the importance of maintaining a job after being hired.
2. Explain why performance evaluations are necessary and how they are used for promotions and dismissals.
3. Describe the items covered on an evaluation checklist -- who conducts the evaluation, and how often, the job duties evaluated.
4. Role play employee evaluation.
5. Conduct a job evaluation simulation in class.

CRITERION-REFERENCED MEASURE:

Practical Application:

After classroom discussion, the student will use simulation problem to perform employee evaluation.

PERFORMANCE OBJECTIVE 25 (Continued)

Method of Evaluating Practical Application:

Using concepts discussed in class, the instructor will evaluate by observation. All items should be rated acceptable.

PERFORMANCE GUIDE:

1. Check completed work for quality and quantity at designated times.
2. Observe work habits and attitudes of employee.
3. Observe the performance of employee relating to
    a. potential for promotion.
    b. reassignment.
4. Complete an evaluation checklist.
5. Discuss performance evaluation with employee.
6. Compile supporting documentation.
7. Sign evaluation checklist and have employee sign list.
8. File evaluation checklist.

DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 26

TASK: Maintain personnel records.

STANDARD OF PERFORMANCE OF TASK:

All pertinent employee records must be kept up-to-date and filed in a secure manner.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Employee records
File
Note: Organizational practices concerning maintenance of personnel records vary. Some of the information in Performance Guide #3 may be applicable to the maintenance of accounting records for tax purposes only.

ENABLING OBJECTIVES:

1. Identify general procedures for personnel records.
2. Knowledge of security measures in handling personnel files.

RESOURCES:

1. Rosen and Fielden. **Word Processing,** second edition, Chapter 12.
2. Ryan. **Personal Business Management,** Chapter 3.

TEACHING ACTIVITIES:

1. Explain why it is important to keep up-to-date records on personnel.
2. Invite a personnel manager to come and talk to class about the maintenance of personnel records.
3. Discuss security measures needed in using personnel records.
4. List items of information that should be included in personnel records.
5. Problem simulation would be good so that each student would get a chance to maintain personnel records.

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will create and describe a situation in which personnel records are maintained.

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PERFORMANCE OBJECTIVE 26 (Continued)

Method of Evaluating Practical Application:

Using concepts discussed in class, the instructor will evaluate by observation. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. When employee is hired, set up a file to maintain all pertinent employee records.
2. File employee's application.
3. Insure that pertinent employee data necessary for personnel and acounting tax records, including the following, are maintained on file on a current basis.
   a. Name, address, and phone number
   b. Social Security number
   c. Marital status
   d. Number of dependents
   e. Next of kin
   f. Date of employment
   g. Beginning salary and subsequent raises
   h. Promotions
   i. Annual leave record
   j. Sick leave record
4. Maintain up-to-date W-2 forms.
5. Retain end-of-year earnings statements.
6. Maintain anecdotal records.
7. Document termination of employee's employment, including date and reason.

DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 27

TASK: Assign work to employee.

STANDARD OF PERFORMANCE OF TASK:

Work must be assigned based upon work load and qualified personnel available.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Work log
Employees ready for work assignments

ENABLING OBJECTIVES:

1. Identify various components of work assignments.
2. Knowledge of jobs performed in office.

RESOURCE:

1. Rosen and Fielden. **Word Processing,** second edition, Chapter 2.

TEACHING ACTIVITIES:

1. Explain to students why it is important to be able to assign work to employees.
2. Describe a work log and the data that are included on a work log.
3. Ask employed students how they get their work assignments for the week, month, etc. How is the schedule made up, and who makes up the work schedule?
4. Explain the job of the supervisor.
5. Assign a practical simulation problem.

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will use a teacher-supplied simulation problem to assign work to employees.

Method of Evaluating Practical Application:

The student's work will be graded by the teacher using concepts discussed in class. All items of the simulation should be rated satisfactory.

PERFORMANCE OBJECTIVE 27 (Continued)

PERFORMANCE GUIDE

1. Determine work to be done.
2. Check employees' work loads and priorities.
3. Record distribution of work on log.
4. Distribute work to employees and give instructions.
5. Check off completed work on log.
6. Reassign work as necessary.
7. Monitor status of assigned work.
8. Record completed work.

DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 28

TASK: Monitor employee's performance.

STANDARD OF PERFORMANCE OF TASK:

Employee's performance must be checked and evaluated on an ongoing basis to maintain an up-to-date profile.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Employee personnel files
Job descriptions
Duty lists
Procedures for evaluating employee's performance

ENABLING OBJECTIVES:

1. Knowledge of criteria used in evaluating employee performance.
2. Identify forms used to record employee performance.

RESOURCES:

1. Rosen and Fielden. **Word Processing,** second edition, Chapter 2.
2. Ryan. **Personal Business Management,** Chapter 3.

TEACHING ACTIVITIES:

1. Explain the importance of keeping employee records up-to-date, and why they should be checked often.
2. List the items of information that should be included in an employee's record.
3. Demonstrate steps used to monitor an employee's performance.
4. Ask students who work how they are evaluated at work and what type of records are maintained.
5. Select and conduct a problem simulation.

CRITERION-REFERENCED MEASURE:

Practical Application:

Using a simulation problem with employees' records, the student will monitor records.

PERFORMANCE OBJECTIVE 28 (Continued)

Method of Evaluating Practical Application:

Instructor will evaluate by observation, using concepts discussed in class. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Maintain personnel file for each employee in the office and include it in the following:
    a. Job description
    b. Salary information
    c. List of duties assigned
    d. Production reports
    e. Notes regarding employee performance (daily/weekly/monthly).
2. Document the files as needed with notes regarding specific accomplishments of the employee, any problems needing correction, and any proposed changes affecting the employee.
3. Conduct employee reviews of work performance often as a basis for discussing progress and problems.
4. Keep accurate production records for each employee, and incorporate this information into salary increases or promotional recommendations.

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DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 29

TASK: Conduct staff meeting.

STANDARD OF PERFORMANCE OF TASK:

The meeting must address each agenda item and must accomplish its stated purpose.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Meeting place and time
Notification of meeting
Agenda
Needed equipment, materials, and supplies
Leader and participants

ENABLING OBJECTIVES:

1. Knowledge of basic rules of meetings.
2. Identify major parts of meeting agenda.

RESOURCE:

1. Luke et al. **Office Systems and Procedures, pp. 120-122.**

TEACHING ACTIVITIES:

1. Explain the importance of having everything organized and ready before a meeting starts.
2. List the points to be covered in planning a meeting.
3. Arrange students in small groups and assign students a project. They are to plan, organize, and conduct a staff meeting.
4. Role-play a staff meeting.
5. If possible, videotape the meeting. Evaluate tape with students.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given necessary data, the student will plan, organize, and conduct a staff meeting.

Method of Evaluating Practical Application:

The teacher will evaluate written work (Agenda, Notification, etc.) based on teacher's grading scale for format and error-free copy.

PERFORMANCE OBJECTIVE 29 (Continued)

PERFORMANCE GUIDE:

1. Determine the purpose of the meeting.
2. Schedule the meeting time and place.
3. Identify participants.
4. Notify participants.
5. Prepare an agenda and distribute to participants.
6. Contact participants before meeting to confirm attendance.
7. Arrange for someone to record the minutes of the meeting.
8. Assemble needed equipment, materials, and supplies.
9. Convene the meeting on time.
10. Move through the agenda items.
11. End the meeting on time.
12. Prepare minutes and distribute as needed.

DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 30

TASK: Maintain safe, comfortable working environment.

STANDARD OF PERFORMANCE OF TASK:

The working environment should be kept free of safety hazards and should promote optimum working efficiency of employees.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Designated working environment

ENABLING OBJECTIVES:

1. Knowledge of safe office practices/procedures.
2. Identify specific safety measures in using office equipment.

RESOURCES:

1. Luke et al. **Office Systems and Procedures,** pp. 70-73.
2. Guidelines from OSHA.
3. Sales Representative from equipment/supplies company.
4. S. C. Department of Education, **Safety Tips for the Business Setting.**

TEACHING ACTIVITIES:

1. Explain why it is important that the work environment should be comfortable and safe for efficient work production.
2. Invite a representative from OSHA to speak to class on office safety.
3. Have students do research on safety in the office by bringing in articles for discussion and class presentation.
4. Arrange a field trip to a business in the community to observe an office environment. Write a report on the field trip.
5. Have students evaluate the school's office for safety, comfort, and appearance.
6. Have students evaluate classroom for safety, comfort, and appearance and make suggestions to improve the appearance of the classroom.
7. Have a sales representative discuss safety features on various types of office equipment.

CRITERION-REFERENCED MEASURE:

Practical Application:

Using concepts discussed in class, the student will write an article on how to maintain a safe and a comfortable working environment.

Method of Evaluating Practical Application:

Using the checklist, the instructor will evaluate the student's responses.

PERFORMANCE GUIDE:

1. Keep thermostats set at level conducive to employee work productivity.
2. Insure that adequate ventilation exists.
3. Provide adequate lighting.
4. Control noise level.
5. Regulate smoking/no smoking requirements according to policy and equipment requirements.
6. Check the work area on a regular schedule for possible safety hazards.
7. Arrange for periodic maintenance checks for heating/air conditioning equipment.
8. Establish procedure for reporting unsafe and uncomfortable environmental conditions.
9. Discuss with servicer and vendor measures to promote a safe environment.
10. Maintain safety awareness by reading articles, magazines, and vendor-supplied information on new equipment and services available that will improve working environment.
11. Communicate safety awareness to employees.

CHECKLIST FOR PERFORMANCE OBJECTIVE 38 EVALUATION

PERFORMANCE TEST FOR MAINTAINING SAFE, COMFORTABLE WORKING ENVIRONMENT

Student's Name ____________________ Date ____________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
Final student article:		
1. Described possible safety hazards in an office.	______	______
2. Described general safety measures needed to promote good working conditions.	______	______

APPROVED: Yes _____ No ______

Evaluator's Signature ____________________ Date ____________

DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 31

TASK: Schedule vacations.

STANDARD OF PERFORMANCE OF TASK:

The vacation schedule must be acceptable to employees and supervisors and must insure that work assignments will continue on an uninterrupted basis.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Vacation schedule
List of holidays
Company and departmental procedures manual

ENABLING OBJECTIVES:

1. Knowledge of office personnel and job function.
2. Ability to type.

RESOURCE:

1. Stewart, Blockus, Riegel and Schroeder. **Office Procedures,** pp. 49-51.

TEACHING ACTIVITIES:

1. Explain the importance of setting up a vacation schedule that will let the company run smoothly while employees are away, and yet set up a schedule that takes the employees' preferences into consideration.
2. Ask students to do research in the community and see how companies and businesses set up their vacation schedules.
3. Go over the steps for setting up a vacation schedule.
4. Show students a completed vacation schedule; go over how it was designed.
5. Have students set up a vacation schedule in a simulated office setting.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a simulation problem, the student will describe the steps for setting up a vacation schedule and will prepare a typewritten copy of the vacation schedule.

Method of Evaluating Practical Application:

Using concepts discussed in class, the instructor will evaluate the student's schedule by observation. All items should be acceptable.

PERFORMANCE OBJECTIVE 31 (Continued)

PERFORMANCE GUIDE:

1. Circulate a memo to employees regarding the scheduling of vacations.
    a. Specify company policy regarding vacations.
    b. Attach a vacation schedule on which employees can schedule their desired vacation days.
    c. Include a list of holidays.
    d. Specify the deadline for return of vacation schedule.
2. Review schedule upon completion to identify any conflicts.
3. Resolve conflicting selections with employees.
4. Post a final version of vacation schedule for employees' information.
5. Specify procedure for making changes to posted vacation schedule.
6. Log all vacations on calendar for follow-up in rescheduling duties.

DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 32

TASK: Dismiss employee.

STANDARD OF PERFORMANCE OF TASK:

The employee requiring termination must be dismissed following dismissal guidelines.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Employee to be dismissed because of (1) unsatisfactory performance of duties or (2) situation that no longer requires an employee
Job description
Guidelines for employee dismissal
Union contracts and requirements
Employee personnel records

ENABLING OBJECTIVES:

1. Identify basic procedures in dismissing employees.
2. Ability to use tact in sensitive discussions with employees.

RESOURCE:

1. Ryan. **Personal Business Management,** pp. 40-45.

TEACHING ACTIVITIES:

1. Explain to students that being dismissed from a job can be for several reasons. Unsatisfactory employee performance and a situation that no longer requires an employee are two examples.
2. List the steps for dismissing an employee.
3. Explain how people can use criticism to improve work attitude and performance.
4. Invite a personnel manager to class to discuss the problems of the dismissal from a job.
5. Role play a typical dismissal situation in class.
6. Have students do research on the effects of losing a job.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given necessary information, the student will dismiss an employee in a simulation problem.

PERFORMANCE OBJECTIVE 32 (Continued)

Method of Evaluating Practical Application:

Instructor will evaluate the student's role play by observation, using concepts discussed in class. All parts should be acceptable.

PERFORMANCE GUIDE:

1. Identify situation or action supporting need for dismissal.
2. Evaluate employee's performance and situation.
3. Refer to company and union dismissal guidelines.
4. Review situation with employee in private and inform employee of dismissal.
5. Give employee an opportunity to respond and react to notice of dismissal.
6. Arrange for preparation of final check for employee, including any accrued benefits.
7. Request return of keys.
8. Pay employee.
9. Document dismissal.

DUTY: SUPERVISING INFORMATION PROCESSING EMPLOYEES

PERFORMANCE OBJECTIVE 33

TASK: Maintain file of job openings.

STANDARD OF PERFORMANCE OF TASK:

The file of job openings must be accurate, complete, and up-to-date.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Job descriptions of open positions
Resumes/applications of previously interviewed prospects
Personnel employment manual

ENABLING OBJECTIVE:

1. Identify basic filing procedures.
2. Identify basic employment forms needed.

RESOURCE:

1. Fruehling and Weaver. **Electronic Office Procedures,** pp. 462-466.

TEACHING ACTIVITIES:

1. Explain to class the importance of keeping an updated file on job openings for a company.
2. List the steps needed to keep a file on positions available.
3. Discuss how to organize a file.
4. Have students research companies to learn how they keep files on job openings, how long they keep applications on file, and other details.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given necessary information, the student will set up a file for a vacant position. File should include job description, general company guidelines and forms, applicant's resumes and applications.

Method of Evaluating Practical Application:

Using concepts discussed in class, the instructor will evaluate the file by observation. All pertinent items should be included in the file.

PERFORMANCE OBJECTIVE 33 (Continued)

PERFORMANCE GUIDE:

1. When each job opening becomes available, prepare a file that contains all pertinent information relating to the position.
2. Contact the personnel office regarding possible applicants for each position and for scheduling of interviews.
3. Review any applications of previously interviewed prospects as possible candidates for the open position.
4. Review all applications forwarded by the personnel office and file for use in interviews.
5. Finalize appointments for interviews.
6. Maintain notes on file regarding each applicant.
7. Review all notes and applications/resumes in deciding on job prospects.
8. Include in the file of job openings any pertinent information from the personnel employment manual.

ENTERING AND STORING DOCUMENTS AND FILES

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 34

TASK: Initialize diskette.

STANDARD OF PERFORMANCE OF TASK:

The initialized diskette must be formatted according to the equipment's operating instructions.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer or word processor and DOS program diskette
Diskette
Equipment manual

ENABLING OBJECTIVE:

1. Use word processing software.

RESOURCES:

1. Computer equipment manual(s).
2. Fruehling and Weaver. **Electronic Office Procedures,** p. 164.

TEACHING ACTIVITIES:

1. Explain to students why blank diskettes must be initialized and what happens to the diskette during initialization.
2. Using a transparency of an initialized diskette, show students the tracks on a disk and purpose of each track.
3. Demonstrate how to turn on equipment in proper order.
4. Demonstrate correct way to load a diskette and close disk drive latch. Students should load disk and close disk drive latch.
5. Demonstrate how to format a diskette using directions in computer manual and prompts on CRT.
6. Demonstrate to students how to label a diskette.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a microcomputer (word processor) and a diskette, the student will initialize (format) and label the diskette. The initialized diskette must accept data, and it must have the correct label.

PERFORMANCE OBJECTIVE 34 (Continued)

Method of Evaluating Practical Application:

Teacher observation during initialization process.

Questions:

1. Why do disks have to be initialized and formatted before they can be used?
2. How many tracks are on an initialized and formatted disk?
3. List how the tracks are used on initialized and formatted disks.
4. Describe the steps used to initialize and format a disk.

Answers:

1. Disk must be initialized in order to write, retrieve, and save data on disk.
2. There are 35 tracks on an initialized diskette.
3. Tracks 0-2 are used to store the Disk Operating System.
   Tracks 3-16 storage for files
   Track 17 Directory
   Tracks 18-34 storage for files
4. This answer will depend on the computer manual.

PERFORMANCE GUIDE:

1. Read equipment.
   a. Turn on disk drive.
   b. Turn on microcomputer or word processor.
2. Prepare diskette, placing write-protect tab on diskette if necessary.
3. Load diskette into the disk drive according to equipment manual's instructions.
   a. Insure that diskette is in correct position in disk drive.
   b. Close the latch until it clicks.
4. Select options or perform necessary commands to activate disk drive.
5. Select options or perform necessary commands to initialize diskette.
6. Check monitor during initializing process for messages and prompts. Respond as directed.
7. At conclusion of initializing process, select options or perform necessary commands to deactivate diskette.
8. Remove and label diskette.

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 35

TASK: Key document from longhand.

STANDARD OF PERFORMANCE OF TASK:

Document must be keyed correctly so it will result in correctly formatted and error-free copy when printed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Initialized diskette
Longhand document

ENABLING OBJECTIVES:

1. Identify various formats used in word processing.
2. Ability to keyboard from hand-written document.

RESOURCES:

1. Popyk. **Word Processing Essential Concepts,** pp. 48-57.
2. Crawford. **Century 21 Typewriting,** p. 127.

TEACHING ACTIVITIES:

1. Explain to students several word processing methods used to create a document.
2. Use a chart to compare the advantages/disadvantages of each method.
3. Explain to students that they are going to use all methods of document creation to learn how and when each method would be used.
4. Divide class into groups of two. One student will dictate a letter to other student who will write it down in longhand. Then they will reverse the roles. After writing letter in longhand, students will trade letters and key in document using the other student's longhand letters.
5. Have students key in document from longhand.
6. Review letter styles and punctuation.

PERFORMANCE OBJECTIVE 35 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will key in longhand document, proofread, edit if necessary, and print a copy for teacher evaluation.

Method of Evaluating Practical Application:

Letter will be evaluated by the teacher when printed, using teacher's grading scale for correct format and error-free copy.

PERFORMANCE GUIDE:

1. Review longhand document and determine format.
2. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
    c. Turn on printer and add and adjust paper.
3. Create and name file.
4. Set up format line for desired document alignment.
5. Key document, and run spelling check.
6. Proofread document while it is still on monitor (CRT screen).
7. Edit document (using insert, delete, move, and copy commands).
8. Print document and store file.
9. Proofread hard-copy document.
10. Correct errors and rerun document.
11. Remove and store diskette, or log off computer.

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 36

TASK: Key document from shorthand.

STANDARD OF PERFORMANCE OF TASK:

Document must be keyed correctly so it will result in correctly formatted and error-free copy when printed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Initialized diskette
Shorthand notes

ENABLING OBJECTIVE:

Knowledge of shorthand.

RESOURCES:

1. Popyk. **Word Processing: Essential Concepts**, pp. 48-58.

TEACHING ACTIVITIES:

1. Review the methods of creating a document.
2. Explain to students the advantages/disadvantages of using shorthand as a method of creating a document.
3. Review letter format and punctuation style.
4. Dictate a letter from dictation book at appropriate speed.
5. Review transcription procedures.
6. Students will key in document from shorthand notes, proofread, edit if necessary, and print a copy.

PERFORMANCE OBJECTIVE 36 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will key in document from shorthand notes, proofread, edit if necessary and print an error-free copy of document for teacher evaluation.

Method of Evaluating Practical Application:

The teacher will grade document based on teacher's grading scale for correct format and error-free copy.

PERFORMANCE GUIDE:

1. Review shorthand notes and determine format.
2. Ready equipment.
   a. Turn on microcomputer or word processor, insert diskette, and load program, or
   b. If using terminal/computer mainframe or minicomputer, log on to computer.
   c. Turn on printer, and add and adjust paper.
3. Create and name file.
4. Set up format line for correct document alignment.
5. Key document, and run spelling check.
6. Proofread document while it is still on monitor (CRT screen).
7. Edit document (using insert, delete, move, and copy commands).
8. Print document and store file.
9. Proofread hard-copy document.
10. Correct errors and rerun document.
11. Remove and store diskette, or log off computer.

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 71

TASK: Key document from machine transcription.

STANDARD OF PERFORMANCE OF TASK:

Document must be keyed correctly so it will result in correctly formatted and error-free copy when printed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Transcribing machine
Initialized diskette
Media to be transcribed

ENABLING OBJECTIVES:

Knowledge of machine transcription.

RESOURCES:

1. Popyk. **Word Processing Essential Concepts**, pp. 48-58.
2. Machine equipment manual.

TEACHING ACTIVITIES:

1. Review with students the methods of creating documents.
2. List the advantages/disadvantages of machine dictation as a method of document creation.
3. Demonstrate how to use the transcribing machine.
4. Review dictation tape (cassette) with students.
5. Review letter format and punctuation style.
6. Review rules of punctuation and grammar.
7. Students will key in document from transcribing machine, proofread, edit if necessary, and print a copy.

CRITERION-REFERENCED MEASURES:

Practical Application

The student will key a document from machine transcription document, proofread, edit if necessary, and print a copy for teacher evaluation.

PERFORMANCE OBJECTIVE 37 (Continued)

Method of Evaluating Practical Application:

The teacher will evaluate document based on teacher's grading scale for correct format and error-free copy.

PERFORMANCE GUIDE:

1. Turn on transcribing machine, insert tape or film, put on earphone(s), and adjust foot pedal.
2. Review dictation and determine format.
3. Ready equipment.
   a. Turn on microcomputer or word processor, insert diskette, and load program, or
   b. If using terminal/computer mainframe or minicomputer, log on to computer.
   c. Turn on printer, and add and adjust paper.
4. Create and name file.
5. Set up format line for correct document alignment.
6. Key document, and run spelling check.
7. Proofread document while it is still on monitor (CRT screen).
8. Edit document (using insert, delete, move, and copy commands).
9. Print document and store file.
10. Proofread hard-copy document.
11. Correct errors and rerun document.
12. Turn off transcribing equipment and note that material has been transcribed.
13. Remove and store diskette, or log off computer.

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 38

TASK: Key document from edited rough draft.

STANDARD OF PERFORMANCE OF TASK:

Document must be keyed correctly so it will result in correctly formatted and error-free copy when printed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Edited rough draft

ENABLING OBJECTIVES:

1. Ability to proofread copy.
2. Knowledge of standard business letter formats.
3. Knowledge of proofreaders' marks.

RESOURCE:

1. Crawford et al. **Century 21 Typewriting, p. 335.**

TEACHING ACTIVITIES:

1. Review methods of creating a document.
2. Review advantages/disadvantages of using rough draft form for document creation.
3. Review proofreaders' marks.
4. Review letter format and punctuation style.
5. Preview document with students, and assign keying activity from rough drafts.

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will key in document from edited rough draft form, proofread, edit if necessary, and print an error-free copy for teacher evaluation.

PERFORMANCE OBJECTIVE 38 (Continued)

Method of Evaluating Practical Application:

The teacher will grade document based on teacher's grading scale for correct format and error-free copy.

PERFORMANCE GUIDE:

1. Review rough draft and determine format.
2. Ready equipment.
   a. Turn on microcomputer or word processor, insert diskette, and load program, or
   b. If using terminal/computer mainframe or minicomputer, log on to computer.
   c. Turn on printer, and add and adjust paper.
3. Create and name file.
4. Set up format line for correct document alignment.
5. Key document, and run spelling check.
6. Proofread document while it is still on monitor (CRT screen).
7. Edit document (using insert, delete, move, and copy commands).
8. Print document and store file.
9. Proofread hard-copy document.
10. Correct errors and rerun document as may be required.
11. Remove and store diskette, or log off computer.

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 39

TASK: Key mailing labels and envelopes.

STANDARD OF PERFORMANCE OF TASK:

Names and addresses must be keyed correctly so they will result in correctly formatted and error-free mailing labels and envelopes when printed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Initialized diskette
Lists of addresses
List of optical character recognition (OCR) rules

ENABLING OBJECTIVES:

1. Knowledge of optical character recognition (OCR) rules.
2. Recognize zip codes.

RESOURCES:

1. Crawford et al. **Century 21 Typing,** p. VII, p. 394.
2. Pamphlets from post office on current correct mailing procedures.

TEACHING ACTIVITIES:

1. Explain to students how a mailing list is used by companies, businesses and organizations and why it is important to keep the mailing list up to date.
2. Review the correct format for addresses using OCR Rules for addressing labels and envelopes.
3. Show students examples of envelopes that have mailing labels using the OCR rules for addressing envelopes.
4. Review the new postal regulations for addressing envelopes using pamphlet from post office.
5. Review names and addresses to be keyed in computer.
6. Demonstrate how to set up a mailing list file on computer, what information is needed, and how it should be keyed in to meet postal regulations.
7. Ask students to bring in examples of mailing labels for a bulletin board.

PERFORMANCE OBJECTIVE 39 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will key in names and addresses for mailing list using OCR rules, proofread names and addresses, edit if necessary, print a mailing list for teacher evaluation. Names and addresses must be in correct format and must be error free.

Method of Evaluating Practical Application:

The teacher will evaluate mailing list to determine if names and addresses meet OCR rules established by post office. Names and addresses should be error-free and mailable.

PERFORMANCE GUIDE:

1. Review names and addresses to be keyed.
2. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
    c. Turn on printer, and load labels.
3. Create and name file.
4. Set up format line for correct name and address placement.
5. Key names and addresses, proofread, and edit as required.
6. Print labels and store file.
7. Remove and store diskette, or log off computer.

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PERFORMANCE OBJECTIVE 39 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will key in names and addresses for mailing list using OCR rules, proofread names and addresses, edit if necessary, print a mailing list for teacher evaluation. Names and addresses must be in correct format and must be error free.

Method of Evaluating Practical Application:

The teacher will evaluate mailing list to determine if names and addresses meet OCR rules established by post office. Names and addresses should be error-free and mailable.

PERFORMANCE GUIDE:

1. Review names and addresses to be keyed.
2. Ready equipment.
   a. Turn on microcomputer or word processor, insert diskette, and load program, or
   b. If using terminal/computer mainframe or minicomputer, log on to computer.
   c. Turn on printer, and load labels.
3. Create and name file.
4. Set up format line for correct name and address placement.
5. Key names and addresses, proofread, and edit as required.
6. Print labels and store file.
7. Remove and store diskette, or log off computer.

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 40

TASK: Prepare back-up file.

STANDARD OF PERFORMANCE OF TASK:

The backup file must be an exact copy of designated file.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Disk drive
Blank diskettes
Files to back up
Equipment manual
Procedures manual
Tape back-up equipment and tapes

ENABLING OBJECTIVE:

1. Knowledge of save/store feature in word processing system.

RESOURCE:

1. Daggett, Badrkhan and Kruse. **Computers and Information Technology,** Chapter 5.

TEACHING ACTIVITIES:

1. Explain to students why it is important to make a back-up copy of a disk.
2. List examples of files that should have back-up copies.
3. Review steps for storing and retrieving files.
4. Review steps for initializing a disk.
5. Using directions in equipment manual, demonstrate how to make a back-up file. Let students make back-up files.
6. Review how to label a disk, let students label back-up disk.
7. Demonstrate how to check to make sure back-up file is on disk. Let students check to see that back-up file is on disk.
8. Students will put steps for making a back-up file in their notebooks.

PERFORMANCE OBJECTIVE 40 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will make a back-up file, check to see if file is on disk, then label disk with back-up file. The back-up file should then be printed.

Method of Evaluating Practical Application:

The teacher will evaluate the copying process using the checklist. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Select files to be stored on back-up file, including documents, spreadsheets, databases, and graphic layouts.
2. Ready equipment.
   a. Turn on microcomputer or word processor, insert diskette, and load program, or
   b. If using terminal/computer mainframe or minicomputer, log on to computer.
   c. Turn on printer; add and adjust paper.
   d. Interface tape back-up equipment if used.
3. Prepare back-up files according to equipment manual.
4. Label back-up diskette or tape and store in a safe place at conclusion of procedure.
5. Print out directory list of contents on back-up diskette or tape for reference purposes.
6. Remove and store diskette or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 40 EVALUATION

PERFORMANCE TEST FOR PREPARING A BACK-UP FILE

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Prepared equipment as recommended in equipment manual.	______	______
2. Selected diskette with file to be copied.	______	______
3. Loaded diskettes in disk drive.	______	______
4. Prepared back-up file according to manual.	______	______
5. Labeled back-up diskette correctly.	______	______
6. Printed copy of back-up directory.	______	______
7. Removed diskettes in correct order.	______	______
8. Stored diskettes in safe place.	______	______
9. Turned equipment off in order.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 41

TASK: Maintain back-up file.

STANDARD OF PERFORMANCE OF TASK:

A back-up file of designated documents must be maintained on a current basis with documents added and deleted as needed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Files of back-up diskettes or tapes
List of back-up files
Procedures manual

ENABLING OBJECTIVE:

1. Use word processing software.

RESOURCE:

1. Daggett, Badrkhan and Kruse. **Computers and Information Technology,** pp. 108-118.

TEACHING ACTIVITIES:

1. Explain to students why it is important to keep back-up disk current.
2. Give examples of what could happen if back-up disk is not current.
3. Review steps for deleting and adding files to back-up disk.
4. Have students printout a list of the directory of the back-up disk.
5. Give students a list of files to be deleted and added to back-up disk. Review how to add a file to a back-up disk.
6. Demonstrate how to delete a file from back-up disk.

CRITERION-REFERENCED MEASURE:

Practical Application:

Using list of files to be deleted/added, the student will delete/add files to back-up disk, then print a copy of back-up disk's directory.

PERFORMANCE OBJECTIVE 41 (Continued)

Method of Evaluating Practical Application:

The teacher will evaluate by observation during deleting/adding process using the checklist.

PERFORMANCE GUIDE:

Adding Files

1. Select files to be added to back-up files, including documents, spreadsheets, databases, and graphic layouts.
2. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
    c. Turn on printer, add, and adjust paper.
3. Name back-up files.
4. Key file names and commands to activate back-up procedures.
5. Print out directory list of contents for back-up file for reference purposes and file.
6. Remove, label, and store back-up diskettes or tapes in safe place, or log off computer.

Deleting Files

1. Schedule review of back-up files, including documents, spreadsheets, databases, and graphic layouts, according to established procedures.
2. Search list of back-up files for documents that need to be deleted.
3. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
    c. Turn on printer, add, and adjust paper.
4. Call up directory of contents and delete files that are no longer needed.
5. Recheck directory to insure that files have been removed.
6. Print out directory list of contents for back-up file for reference purposes and file.
7. Remove, label and store back-up diskettes or tapes in safe place, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 41 EVALUATION

PERFORMANCE TEST FOR MAINTAINING BACK-UP FILE

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Readied equipment.		
2. Called up directory.		
3. Deleted file.		
4. Rechecked directory to insure file is deleted.		
5. Relabeled back-up disk.		
6. Added file to back-up disk.		
7. Rechecked directory to insure file has been added.		
8. Relabeled back-up disk to show added files.		
9. Removed and stored back-up disk in safe place.		
10. Turned equipment off according to equipment manual.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 42

TASK: Create glossary (user or program) file.

STANDARD OF PERFORMANCE OF TASK:

A glossary file containing selected text and instructions that are frequently recalled must be correctly stored and available for access whenever needed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe of minicomputer
Printer
Text and instructions to be recalled
Equipment manual
Procedures manual

ENABLING OBJECTIVE:

1. Use word processing software.

RESOURCE:

1. Daggett, Badrkhan and Kruse. **Computers and Information Technology**, pp. 232-236.

TEACHING ACTIVITIES:

1. Explain the term "glossary" and how one is used.
2. Brainstorm with students to select the terms and instructions to be included in glossary.
3. Review the steps for adding a file, saving a file and retrieving a file.
4. Examine different books for examples of glossaries (textbook, manuals, etc.).
5. Review format for glossary, show students transparency of a glossary that is complete and correctly formatted.

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will key in selected terms and instructions according to format, proofread glossary, edit if necessary, then print out a hardcopy for teacher evaluation.

PERFORMANCE OBJECTITVE 42 (Continued)

Method of Evaluating Practical Application:

The teacher will grade glossary based on format and error-free copy. The teacher will observe that glossary can be recalled when needed using the checklist.

PERFORMANCE GUIDE:

1. Select text and/or instructions to be included in a glossary (user or program) file.
2. Ready equipment.
   a. Turn on microcomputer or word processor, insert diskette, and load program, or
   b. If using terminal/computer mainframe or minicomputer, log on to computer.
   c. Turn on printer; add and adjust paper.
3. Select options or perform necessary commands as suggested in equipment or procedures manual to set up glossary file.
4. Key text and instructions into file.
5. Insure that file has been created and can be accessed for use at conclusion of keying.
6. Print a hard copy of glossary file.
7. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 42 EVALUATION

PERFORMANCE TEST FOR CREATING A GLOSSARY (USER OR PROGRAM) FILE

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Turned on equipment.	______	______
2.	Set up glossary file according to manual.	______	______
3.	Keyed terms correctly.	______	______
4.	Retrieved file when needed.	______	______
5.	Removed diskette in proper order.	______	______
6.	Stored diskette in safe place.	______	______
7.	Turned off equipment in correct order.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 43

TASK: Store repetitive material (boilerplate).

STANDARD OF PERFORMANCE OF TASK:

Selected repetitive material (boilerplate) must be correctly stored in memory so it can be quickly accessed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
New text or text already entered in files
Equipment manual
Procedures manual

ENABLING OBJECTIVE:

1. Use word processing software.

RESOURCES:

Crawford et al. **Century 21 Typewriting,** p. 395.
Casady. **Word Processing Concepts,** pp. 113-114.
Popyk. **Word Processing Essential Concepts,** pp. 37-44.

TEACHING ACTIVITIES:

1. Explain the term "boilerplate" to students.
2. Show examples of documents that contain stored paragraphs (letters, memos, legal forms, medical forms).
3. Give examples of businesses that use boilerplates and why.
4. Ask students to collect/bring documents to class that have boilerplates for use in a show/tell exercise and then to be used in a bulletin board display.
5. Using equipment manual, procedures manual, review with students how to store paragraphs for future use, how to recall the paragraphs when needed, and how to print out a copy of a document.

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will key selected paragraphs as boilerplate with 100 per cent accuracy, then proofread, edit and store. The student will print a copy of paragraphs for teacher evaluation.

PERFORMANCE OBJECTIVE 43 (Continued)

Method of Evaluating Practical Application:

The teacher will grade paragraphs using the checklist.

PERFORMANCE GUIDE:

1. Select material to be stored as boilerplate including documents, spreadsheets, databases, and graphic layouts.
2. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
3. Key and store material according to procedures outlined in equipment or procedures manual.
4. Proofread file to insure that material has been stored correctly and can be accessed for use at conclusion of procedure.
5. Correct errors.
6. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 43 EVALUATION
PERFORMANCE TEST FOR ENTERING AND STORING DOCUMENTS AND FILES

Student's Name   Date

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Readied equipment.		
2. Keyed material according to manual.		
3. Proofed keyed material.		
4. Recalled paragraphs when needed.		
5. Printed a copy of stored material.		
6. Removed diskettes and stored in safe place.		

APPROVED: Yes ______ No ______

Evaluator's Signature   Date

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 44

TASK: Update spelling dictionary.

STANDARD OF PERFORMANCE OF TASK:

The spelling dictionary should be updated periodically with the addition of selected correctly spelled words.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
List of words currently in spelling dictionary
List of words to be added to spelling dictionary
Equipment manual
Procedures manual

ENABLING OBJECTIVES:

1. Knowledge of spelling correction process in word processing.
2. Identify key words used in office correspondence.

RESOURCES:

1. Word processing manual of system used.
2. Fruehling and Weaver. **Electronic Office Procedures,** p. 217.

TEACHING ACTIVITIES:

1. Explain to the students why English is called a "living" language.
2. Explain why it is important to keep the spelling dictionary current. Review words to be added.
3. Demonstrate how to ready equipment, select options, and perform commands for editing or expanding spelling dictionary as described in procedures manual/equipment manual.
4. Divide class into groups of two, have one student read the steps for editing or expanding spelling dictionary, while other student follows steps. Then reverse the set-up and the other student will edit or expand spelling dictionary.
5. Have the students exchange dictionaries to verify that new spelling words have been added to spelling dictionary, and that words have been stored on diskette.

PERFORMANCE OBJECTIVE 44 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will prepare equipment, select options and perform commands to edit or expand spelling dictionary as described in procedures manual.

Method of Evaluating Practical Application:

Student mastery will be evaluated with a checklist.

PERFORMANCE GUIDE:

1. Review list of words to be added to spelling dictionary.
2. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
3. Select options or perform necessary commands for editing or expanding spelling dictionary as suggested in equipment or procedures manual.
4. Key words selected for inclusion in dictionary.
5. Verify that words have been keyed correctly at conclusion of entry by reviewing material on monitor.
6. Store file.
7. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 44 EVALUATION

PERFORMANCE TEST FOR UPDATING SPELLING DICTIONARY

Student's Name ________________________________ Date ____________

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Readied equipment.		
2.	Followed directions in manual, added new spelling words.		
3.	Spelled new words correctly.		
4.	Added new words.		
5.	Removed and stored diskette in safe place.		
6.	Turned equipment off according to equipment manual.		

APPROVED: Yes ______ No ______

Evaluator's Signature ________________________________ Date ____________

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 45

TASK: Key data into spreadsheet.

STANDARD OF PERFORMANCE OF TASK:

Data must be keyed correctly to prepare requested spreadsheet.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Software/documentation
Spreadsheet/documentation
Data to be entered
Request for spreadsheet report

ENABLING OBJECTIVES:

1. Knowledge of spreadsheet commands.
2. Ability to keyboard accurately.

RESOURCES:

1. Manual of spreadsheet software used.
2. Fruehling and Weaver. **Electronic Office Procedures,** pp. 189-191.

TEACHING ACTIVITIES:

1. Explain the term "spreadsheet."
2. Show examples of spreadsheets.
3. List types of businesses that use spreadsheets.
4. Using a transparency, go over format of spreadsheet explaining the set-up of rows and columns as described in operator's manual.
5. Go through the sample spreadsheet problem given in operator's manual with the students step by step.
6. Give each student a problem to do.
   They should: key data into format requested;
   perform calculations; check for accuracy of data;
   revise if necessary; then print copy.

PERFORMANCE OBJECTIVE 45 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a problem, the student will be able to key in data according to spreadsheet format, perform calculations, check accuracy of data, edit if necessary and print a copy of spreadsheet for teacher evaluation.

Method of Evaluating Practical Application:

A checklist will be used to evaluate the student's work.

PERFORMANCE GUIDE:

1. Review software documentation to become familiar with specific program.
2. Review request for spreadsheet report and data to be keyed.
3. Ready equipment.
   a. Turn on microcomputer or word processor, insert diskette, and load program, or
   b. If using terminal/computer mainframe or minicomputer, log on to computer.
   c. Turn on printer; add and adjust paper.
4. Load spreadsheet template that has been previously formatted with headings and formulas.
5. Key data.
6. Proofread copy.
7. Print spreadsheet report.
8. Review spreadsheet report to insure that data were correctly interpreted and keyed.
9. Submit spreadsheet report to requester for changes or approval.
10. Incorporate requester changes and print final copy, or print final copy as approved.
11. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 45 EVALUATION

PERFORMANCE TEST FOR KEYING DATA INTO SPREADSHEET

____

Student's Name **Date**

ITEMS TO BE EVALUATED		Satisfactory	Unsatisfactory
1.	Readied equipment.	________	________
2.	Loaded spreadsheet.	________	________
3.	Keyed data.	________	________
4.	Proofread copy.	________	________
5.	Printed final copy.	________	________
6.	Logged off computer.	________	________

APPROVED: Yes ______ No ______

____

Evaluator's Signature **Date**

DUTY: ENTERING AND STORING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 46

TASK: Key data to prepare graphs and charts.

STANDARD OF PERFORMANCE OF TASK:

Data must be keyed correctly to prepare requested charts and graphs.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Software/documentation
Data/diagrams to be entered
Request for charts and graphs

ENABLING OBJECTIVES:

1. Knowledge of graphics commands of software used.
2. Ability to keyboard data accurately.

RESOURCES:

1. Luke et al. **Office Systems and Procedures,** pp. 249-254, p. 259.
2. Fruehling and Weaver. **Electronic Office Procedures,** pp. 193-195.

TEACHING ACTIVITIES:

1. Using transparencies, describe the different types of graphs/charts used in businesses.
2. Explain why you would use a graph/chart to show data.
3. Have students look through other textbooks for graphs and charts and have them describe the type of graph/chart.
4. Demonstrate how to ready equipment for preparing graphs/charts.
5. Review format for charts and graphs.
6. Using instructions with software, lead students through the steps to prepare a graph/chart, edit if necessary, and print out graph/chart.

PERFORMANCE OBJECTIVE 46 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will prepare data for graph/chart, key in data, proofread, edit if necessary, printout a copy of graph/chart in desired format and with accurate data.

Method of Evaluating Practical Application:

The teacher will grade printout of graph/chart based on teacher's grading scale as to correct format and accuracy of data. Use checklist for teacher observation during preparation process.

PERFORMANCE GUIDE:

1. Review software documentation to become familiar with specific program.
2. Review request for graph/chart and diagrams/data to be keyed.
3. Determine how software can be utilized to accomplish the preparation of graph/chart.
4. Ready equipment.
   a. Turn on microcomputer or word processor, insert diskette, and load program, or
   b. If using terminal/computer mainframe or minicomputer, log on to computer.
   c. Turn on printer; add and adjust paper.
5. Key data.
6. Proofread copy.
7. Print draft graph/chart.
8. Review graph/chart to insure that data were correctly interpreted and keyed.
9. Submit draft graph/chart to requester for changes or approval.
10. Incorporate requested changes and print final copy, or print final copy as approved.
11. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 46 EVALUATION

PERFORMANCE TEST FOR KEY DATA TO PREPARE GRAPHS AND CHARTS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Readied equipment.		
2. Determined how software can be used to prepare graphs/charts.		
3. Followed manual directions, keyed in data for graph/chart.		
4. Verified the accuracy of data.		
5. Printed graph/chart.		
6. Submitted graph/chart for changes by requester.		
7. Made revisions.		
8. Printed final copy.		
9. Removed and stored in safe place.		
10. Turned equipment off according to equipment manual.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

EDITING AND CORRECTING DOCUMENTS AND FILES

DUTY: EDITING AND CORRECTING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 47

TASK: Proofread document for content, format, and typographical errors.

STANDARD OF PERFORMANCE OF TASK:

All content, format, and typographical errors must be found and marked with proofreaders' marks.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Completed document to be proofread
Knowledge of proofreaders' marks
Knowledge of document styles
Knowledge of English conventions

ENABLING OBJECTIVES:

1. Use proofreaders' marks.
2. Use English conventions correctly.
3. Know various document styles/formats of company/office.

RESOURCES:

1. Office procedures manual
2. Fruehling and Weaver. **Electronic Office Procedures,** pp. 117-122.

TEACHING ACTIVITIES:

1. Discuss the importance of preparing a document that is correct in every way.
2. List on the chalkboard the step-by-step instructions for checking document format.
3. Instruct the student to scan the document for appearance as follows:
    a. Check that the current format has been used.
    b. Check that the document contains no smudges or messy corrections.
    c. Check that the document is attractively placed vertically and horizontally.
    d. Check that the document has a relatively even right margin or is justified.
    e. Note errors with proofreaders' marks.
4. Read the document for content.
    a. Check that all material (facts, names, figures, dates, addresses, etc.) is correct.
    b. Check that the document is complete -- that all essential information has been included.
    c. Note error with proofreaders' marks.

PERFORMANCE OBJECTIVE 47 (Continued)

5. Read the document again, this time for mechanics.
    a. Check that the document contains no typographical errors.
    b. Check that the document contains no spelling errors.
    c. Check that the document contains no punctuation errors.
    d. Check that the document contains no capitalization errors.
    e. Check that the document contains no grammatical errors.
    f. Check to see that the document contains no word division errors.
    g. Check that the document contains no inappropriate abbreviations.
    h. Note errors with proofreaders' marks.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a practice document, the document will be printed and proofread for content, format, and typographical errors with 100 percent accuracy.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's work for correctness.

PERFORMANCE GUIDE:

1. Scan the document for appearance.
    a. Check that the correct format has been used.
    b. Check that the document contains no smudges or messy corrections.
    c. Check that the document is attractively placed vertically and horizontally.
    d. Check that the document has a relatively even right margin or is right justified.
    e. Note errors with proofreaders' marks.
2. Read the document for content.
    a. Check that all material (facts, names, figures, dates, addresses, etc.) is correct.
    b. Check that the document is complete -- that all essential information has been included.
    c. Note errors with proofreaders' marks.
3. Read the document again, this time for mechanics.
    a. Check that the document contains no typographical errors.
    b. Check that the document contains no spelling errors.
    c. Check that the document contains no punctuation errors.

CHECKLIST FOR PERFORMANCE OBJECTIVE 47 EVALUATION

PERFORMANCE TEST FOR PROOFREADING DOCUMENT FOR CONTENT, FORMAT AND TYPOGRAPHICAL ERRORS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Proofread material.	________	________
2. Marked all errors using proofreaders' marks	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: EDITING AND CORRECTING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 48

TASK: Move (rearrange) text.

STANDARD OF PERFORMANCE OF TASK:

The selected text must be moved and appear in the correct place in the document.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Word processing software/manual
Printer
Text to be moved
Equipment manual

ENABLING OBJECTIVES:

1. Operate a microcomputer, word processor, or terminal and computer mainframe or minicomputer.
2. Use word processing software.

RESOURCES:

1. Fruehling and Weaver. **Electronic Office Procedures**, pp. 196-201.
2. Practice text.
3. Software manual.

TEACHING ACTIVITIES:

1. Have student turn on equipment and load the program or log on to computer.
2. Demonstrate and discuss procedures to move text.
   a. Explain the reasons for needing to move text.
   b. Verify text to be moved.
   c. Write on chalkboard the correct commands to move text.
   d. Demonstrate the correct keystrokes to move text, using sample text. Enter commands and check the monitor to ensure that the text has been moved correctly.
   e. Print a copy of text after the text has been moved.
3 Have students remove the diskette, power down the computer, remove and store the diskette in its proper place, or log off the computer.

PERFORMANCE OBJECTIVE 48 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given selected text, the student will move the text using correct commands so that the text appears in the designated place in the document.

Method of Evaluating Practical Application:

A checklist will be used to evaluate the student's work. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Ready equipment
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
    c. Turn on printer; add and adjust paper.
2. Verify text to be moved.
3. Select appropriate options or perform necessary commands for moving text as suggested in equipment manual.
4. Repeat Step 3 until all text has been moved.
5. Proofread document on monitor to insure that text was correctly moved.
6. Print document.
7. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 48 EVALUATION

PERFORMANCE TEST FOR MOVING (REARRANGE) TEXT

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Readied equipment.	________	________
2. Verified text.	________	________
3. Entered correct commands to move text.	________	________
4. Proofread document.	________	________
5. Printed document.	________	________
6. Removed and stored diskette correctly or logged off correctly.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

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DUTY: EDITING AND CORRECTING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 49

TASK: Search and replace text.

STANDARD OF PERFORMANCE OF TASK:

New text strings must replace those searched in the document.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
New text strings to replace those searched
Equipment manual

ENABLING OBJECTIVES:

Operate a microcomputer, word processor, or terminal and computer mainframe or minicomputer.

RESOURCES:

1. Fruehling and Weaver. Electronic Office Procedures, pp. 196-201.
2. Word processing software.
3. Printer manual.
4. Software manual.
5. Practice text.

TEACHING ACTIVITIES:

1. Have student turn on equipment and load the program or log on to computer.
2. Demonstrate and discuss procedures to search and verify text.
   a. Explain the reasons for needing to search and replace text.
   b. Verify text to search and replace.
   c. Write on chalkboard the correct commands to search and replace text.
   d. Demonstrate the correct keystrokes to search and replace text, using sample text. Enter commands and check the monitor to ensure that the new text strings have replaced those searched in the document.
   e. Print a copy of the text after the new text strings have been searched and replaced.
3. Have the student remove the diskette, power down the computer, remove and store the diskette in its proper place, or log off the computer.

PERFORMANCE OBJECTIVE 49 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a sample piece of text, the student will search for new text strings and replace those searched in the document. Student will print out and turn in the printed copy of the document with the necessary changes as indicated.

Method of Evaluating Practical Application:

Using the checklist, the instructor will evaluate the student's work. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Ready equipment.
   a. Turn on microcomputer or word processor, insert diskette, and load program, or
   b. If using terminal/computer mainframe or minicomputer, log on to computer.
   c. Turn on printer; add and adjust paper.
2. Review and verify text to search and replace.
3. Search and replace text by selecting options or performing necessary commands as suggested in equipment manual.
4. Repeat Step 3 until all search and replace procedures have been completed.
5. Proofread document on monitor to insure that all text replacements have been made correctly.
6. Print document and/or store according to equipment manual.
7. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 49 EVALUATION

PERFORMANCE TEST FOR SEARCHING AND REPLACING TEXT

____
Student's Name **Date**

ITEMS TO BE EVALUATED	**Satisfactory**	**Unsatisfactory**
1. Readied equipment.	________	________
2. Demonstrated the following procedures:		
a. Explained the reasons to search and replace text.	________	________
b. Wrote on chalkboard the correct commands to search and replace text.	________	________
c. Demonstrated the correct keystrokes to search and replace text, using sample text. Entered commands and checked the monitor to ensure that the new text strings have replaced those searched in the document.		
d. Printed a copy of the text after the new text strings have been searched and replaced.	________	________
3. Proofread document.	________	________
4. Printed document.	________	________
5. Removed and stored diskette correctly or logged off correctly.	________	________

APPROVED: Yes ______ No ______

____
Evaluator's Signature **Date**

DUTY: EDITING AND CORRECTING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 50

TASK: Insert and delete text.

STANDARD OF PERFORMANCE OF TASK:

Insertions and deletions must result in desired revisions to document.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Text requiring insertions and deletions
Equipment manual

ENABLING OBJECTIVES:

1. Ability to use microcomputer, word processor, or terminal and computer, mainframe or minicomputer.
2. Ability to read and follow directions in software manual.
3. Ability to use printer.

RESOURCES:

1. Daggett, Badrkhan and Kruse. **Computers and Information Technology,** pp. 263-267.
2. Equipment manual.
3. Software manual.
4. Printer manual.

TEACHING ACTIVITIES:

1. Explain how to use the insert and delete commands to remove text from the file and insert text into the file.
2. Have student observe as teacher demonstrates the correct keystrokes to insert and delete text.
3. Assign practice exercise using the insert and delete commands, and assist students as needed.
4. Have the student check the monitor to be sure that the text has been inserted and deleted according to the directions.
5. Have the student print a copy of the text before and after the insertion and deletion has been accomplished.
6. Have the student remove the diskette, power down the computer, and replace the diskette in its jacket.

PERFORMANCE OBJECTIVE 50 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given text, the student will insert text, delete text, and print a corrected copy of the new text.

Method of Evaluating Practical Application:

The instructor will evaluate the student's responses using the checklist.

PERFORMANCE GUIDE:

1. Ready equipment.
   a. Turn on microcomputer or word processor, insert diskette, and load program, or
   b. If using terminal/computer mainframe or minicomputer, log on to computer.
   c. Turn on printer, add and adjust paper.
2. Review text and determine insertions and deletions to be made.
3. Insert and delete text by selecting options or performing necessary commands as suggested in equipment manual.
4. Repeat Step 3 until all revisions have been made.
5. Proofread document on monitor to insure that all insertions and deletions have been made correctly.
6. Print document and/or store according to equipment manual.
7. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 50 EVALUATION

PERFORMANCE TEST FOR INSERTING AND DELETING TEXT

Student's Name Date

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Readied equipment correctly.	______	______
2. Entered correct commands to insert and delete text according to instructions.	______	______
3. Printed document and/or stored document according to equipment manual.	______	______
4. Removed and stored diskette or logged off computer according to instructions.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature Date

DUTY: EDITING AND CORRECTING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 51

TASK: Rename file.

STANDARD OF PERFORMANCE OF TASK:

The new file name must appear correctly on the monitor.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
File to be renamed
Equipment manual

ENABLING OBJECTIVES:

1. Operate a microcomputer, word processor, or terminal and computer mainframe or minicomputer.
2. Use word processing software.

RESOURCES:

1. Daggett, Badrkhan and Kruse. **Computers and Information Technology,** pp. 263-267.
2. Word processing software.
3. Printer manual.
4. Software manual.
5. Practice text.

TEACHING ACTIVITIES:

1. Have student turn on equipment and load the program or log on to computer.
2. Explain why it is necessary for a file to be renamed.
3. Write on chalkboard the correct commands to rename a file and what will appear on the screen when that command is given.
4. Show the student what will happen on the file directory and on the screen when the renamed command is entered.
5. Provide practice material and time for student to rename file. Assist as needed.
6. Check the file directory on the monitor to be sure that the new file name appears correctly in the directory.
7. Instruct the student to make a notation in the file log that the file was renamed and give the name of the new file.
8. Have the student remove the diskette, power down the computer, remove and store the diskette in its proper place, or log off the computer.

PERFORMANCE OBJECTIVE 51 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a file directory and instructions for renaming a file, the student will rename the file accurately.

Method of Evaluating Practical Application:

The teacher will observe file directory on the monitor to ensure the file has been renamed correctly, and that the file name has been changed in the file log.

PERFORMANCE GUIDE:

1. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
2. Review file to be renamed.
3. Rename file by selecting options or performing necessary commands as suggested in equipment manual.
4. Proofread renamed file on monitor to insure it is correct.
5. Remove and store diskette, or log off computer.
6. Make notation in file log that file was renamed.

DUTY: EDITING AND CORRECTING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 52

TASK: Insert end-of-line hyphens into text.

STANDARD OF PERFORMANCE OF TASK:

End-of-line hyphens should be inserted correctly and should appear in the text as needed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Text to be hyphenated
Knowledge of end-of-line hyphenation conventions
Equipment manual

ENABLING OBJECTIVES:

1. Operate microcomputer, word processor, or terminal and computer mainframe or minicomputer.
2. Use software (WP).

RESOURCES:

1. Fruehling and Weaver. **Electronic Office Procedures,** pp. 196-201.
2. Word processing software manual.
3. Practice text.
4. Dictionary.

TEACHING ACTIVITIES:

1. Have student turn on equipment and load the program or log on to computer.
2. Explain the concept of reformatting and tell them why it sometimes requires the use of hyphens at the end of a line.
3. Suggest that the student keep a dictionary at the terminal to save time in making word divisions.
4. Have the student observe as teacher reforms a paragraph after insertions or deletions, using hyphen help.
5. Have student complete sample text, making insertions and deletions, and reformatting the text.
6. Remind the student to proofread the document on the monitor to be sure that the reformatting has been correctly completed.

PERFORMANCE OBJECTIVE 52 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:
Given practice material, end-of-line hyphens should be inserted correctly and should appear in the text as needed.

Method of Evaluating Practical Application:

The student will print practice material using hyphens correctly and give it to instructor for evaluation. The instructor will use the checklist to grade the student's work.

PERFORMANCE GUIDE:

1. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
    c. Turn on printer; add and adjust paper.
2. Review document and hyphenate words by selecting options or performing necessary commands as suggested in equipment manual.
3. Proofread document on monitor to insure it is correct.
4. Print document and/or store according to equipment manual.
5. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 52 EVALUATION

PERFORMANCE TEST FOR INSERTING END-OF-LINE HYPHENS INTO TEXT

____
Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Readied equipment.	________	________
2. Verified text.	________	________
3. Used commands correctly.	________	________
4. Proofread document.	________	________
5. Printed document.	________	________
6. Removed and stored diskette, or logged off correctly.	________	________

APPROVED: Yes ______ No ______

____
Evaluator's Signature **Date**

DUTY: EDITING AND CORRECTING DOCUMENTS AND FILES

PERFORMANCE OBJECTIVE 53

TASK: Prepare new document from existing documents.

STANDARD OF PERFORMANCE OF TASK:

Selected documents or parts of documents must be correctly merged to form desired document.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Documents to be merged
Equipment manual

ENABLING OBJECTIVES:

1. Use word processing software.

RESOURCES:

1. Fruehling and Weaver. **Electronic Office Procedures,** pp. 196-201.
2. Manual for word processing software.

TEACHING ACTIVITIES:

1. Have the student review the document to be merged.
2. Have the student check the software manual to determine the correct commands to be used to merge the documents as desired.
3. Demonstrate for the student the correct commands used to merge two documents.
4. Have the student merge selected documents.
5. Discuss with class the business situations in which merged documents are used.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given documents to be merged, the student will merge selected documents to form the desired document.

PERFORMANCE OBJECTIVE 53 (Continued)

Method of Evaluating Practical Application:

A checklist will be used to evaluate the student's work.

PERFORMANCE GUIDE:

1. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
    c. Turn on printer; add and adjust paper.
2. Review documents to be merged.
3. Combine documents by selecting options or performing necessary commands as suggested in equipment manual.
4. Proofread newly created document on monitor to insure it is correct.
5. Print document and/or store according to equipment manual.
6. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 53 EVALUATION

PERFORMANCE TEST FOR PREPARING NEW DOCUMENT FROM EXISTING DOCUMENTS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Readied equipment.		
2. Reviewed documents to be merged.		
3. Combined documents by entering correct options.		
4. Proofread newly created document.		
5. Removed and stored diskette, or logged off computer.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 54

TASK: Print document using continuous-feed (fanfold or pinfeed) paper.

STANDARD OF PERFORMANCE OF TASK:

The printed document must be correctly positioned on the paper and must have acceptable print quality.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Continuous-feed paper
Document to be printed
Equipment printer manual

ENABLING OBJECTIVES:

1. Use microcomputers, word processor, or terminal and computer, mainframe or minicomputer.
2. Use software.
3. Operate printer.

RESOURCES:

1. Fruehling and Weaver. **Electronic Office Procedures,** pp. 264-273.
2. Practice text.
3. Printer manual.

TEACHING ACTIVITIES:

1. Have student find the correct section in the printer manual and read it carefully, paying particular attention to the illustration showing the correct method of installing the tractor unit.
2. Have the student read the section pertaining to installing the tractor unit.
3. Have the student observe the teacher installing the tractor unit.
4. Remind the student to be sure that the printer is turned off.
5. Ask the student to install the tractor unit. Teacher will observe the installation and give advice as needed.
6. Have the student find the section of the printer manual that pertains to the installation of the paper separator and paper guide and read it carefully, paying particular attention to the printed illustration.
7. Ask the student to watch as teacher installs the paper separator and guide.

8. Observe as student installs the separator and guide, giving assistance as needed.
9. Demonstrate how to open the lid, move the print head to the center of the printer, pull the paper bail away from the platen and pull the locking levers forward so that the pin feed folders can be moved to the left and right.
10. Instruct the student to put the left holder approximately 3/4 of an inch from the extreme left position and then push the locking lever back to lock that holder in place. Leave the other holder unlocked.
11. Explain how to open the pin feed covers and feed the paper under the paper separator and into the paper slot; then push paper through until it comes up between the ribbon guide and the platen.
12. Tell the student to pull the paper up until the top is above the pin-feed holders. Fit the holes on the left side of the paper over the pins in the left holder and close the cover. Now fit the right side of the paper in the right holder, moving the holder as needed to match the width of the paper.
13. Instruct the student to close the second cover, make sure the paper has no dips or wrinkles, lock the right holder in place, and push the paper bail against the paper.
14. Explain how to turn the paper-feed knob to advance the paper until a perforation between sheets is approximately 1/8 of an inch below the ribbon guide.
15. Tell the students that after setting the top of page when finished printing a document, they should push the "on line" button to put the printer off- line and then push the "FF" button once to advance the paper so that the printed pages can be removed. The paper will be in the correct position to begin the next document.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a printer and paper, the student will print a document using continuous-feed (fanfold or pinfeed) paper.

Evaluation of Practical Application:

The instructor will evaluate the student's work by observation, using instructions discussed in class. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
    c. Turn on printer; add and adjust paper.
2. Print document by selecting options or performing necessary commands as suggested in equipment manual.
3. Remove printed document from printer and assemble.
4. Remove and store diskette, or log off computer.

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 55

TASK: Print document using single-sheet paper.

STANDARD OF PERFORMANCE OF TASK:

The printed document must be correctly positioned on the paper and must be of acceptable print quality.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Single-sheet paper
Document to be printed
Equipment manual

ENABLING OBJECTIVES:

1. Use microcomputer, word processor, or terminal and computer, mainframe or minicomputer.
2. Use printer.

RESOURCE:

1. Fruehling and Weaver. **Electronic Office Procedures,** pp. 264-273.
2. Printer equipment manuals.

TEACHING ACTIVITIES:

1. Have student find the correct section in the printer manual and read it carefully, paying particular attention to the illustration showing the correct method of removing the tractor unit.
2. Ask the student to remove the tractor unit. Teacher will observe the installation and give advice as needed.
3. Ask the student to turn the paper-feed knob to advance the paper until a perforation between sheets is approximately 1/8 of an inch below the ribbon guide.
4. Have the students set the top of page each time a document has been printed.
5. Advise students to push the on-line button, which puts the printer off-line; they then should push the full-forward (FF) button to advance the page for removal by the students.

PERFORMANCE OBJECTIVE 55 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a printer and paper, the student will print a document using a single sheet of paper. The printed document must be correctly positioned on the paper and must be of acceptable print quality.

Method of Evaluating Practical Application:

Using the following checklist, the instructor will inspect the student's work for correctness.

PERFORMANCE GUIDE:

1. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
    c. Turn on printer; add and adjust paper.
2. Print document by selecting options or performing necessary commands as suggested in equipment manual.
3. Remove printed document from printer and assemble.
4. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 55 EVALUATION

PERFORMANCE TEST FOR PRINTING DOCUMENT USING SINGLE SHEET PAPER

____
Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Turned on equipment.	________	________
2. Printed document by selecting options or performing necessary commands as suggested in equipment manual.	________	________
3. Removed printed document from printer and assembled document.	________	________
4. Removed and stored diskette, or logged off computer.	________	________

APPROVED: Yes ______ No ______

____
Evaluator's Signature **Date**

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 56

TASK: Print document by interfacing word processing equipment with phototypesetting equipment.

STANDARD OF PERFORMANCE OF TASK:

Document must be keyed without errors and printed as planned.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Phototypesetting equipment
Copy to be entered

ENABLING OBJECTIVES:

1. Use word processing equipment.
2 Use phototypesetting equipment.
3. Use modem.
4. Use word processing software.

RESOURCES:

1. Word processing equipment manuals.
2. Phototypsetting equipment manuals.
3. Modem manuals.
4. Bergerud, Gonzalez. **Word/Information Processing Concepts of Office Automation/Teacher's Manual,** 1984, Chapter 7.
5. Fruehling and Weaver. **Electronic Office Procedures,** pp. 281-281.

TEACHING ACTIVITIES:

1. Have student bring to class a collection of old magazines, brochures, newspapers and other printed materials and look for examples of the use of various typestyles and various formats for text.
2. Have student make a drawing of how their document should look when printed.
3. Demonstrate for student the correct way to interface word processing equipment with phototypesetting equipment.

PERFORMANCE OBJECTIVE 56 (Continued)

4. Plan a field trip to a print shop that uses word processing and phototypesetting equipment to observe the job opportunities for people skilled in the use of this equipment.
5. Have student demonstrate mastery of the procedure used to print a document by interfacing word processing equipment with phototypesetting equipment by creating a document on a word processor and printing it on phototypesetting equipment.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given the proper equipment, the student will print a document by interfacing word processing equipment with phototypesetting equipment.

Method of Evaluating Practical Application:

The document must be an exact copy of the original document transmitted. Using the checklist, the instructor will inspect the student's work for correctness.

PERFORMANCE GUIDE:

1. Review information to be entered, and select line length, type style and size for text, footnotes, headings, subheadings, and illustrations, captions, line spacing, and paragraphs.
2. Ready equipment.
   a. Turn on microcomputer or word processor, insert diskette, and load program, or
   b. If using terminal/computer mainframe or minicomputer, log on to computer.
   c. Ready phototypesetting equipment.
3. Key information and proof on monitor.
4. Make corrections as necessary.
5. Transmit file electronically to phototypesetting equipment.
6. Insure that document is keyed correctly and printed as planned.
7. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 56 EVALUATION

PERFORMANCE TEST FOR PRINTING DOCUMENT BY INTERFACING WORD PROCESSING EQUIPMENT WITH PHOTOTYPESETTING EQUIPMENT

Student's Name ______________________ **Date** ______________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Reviewed information to be entered, and selected line length, type style and size for text, footnotes, headings, subheadings, and illustrations, captions, line spacing, and paragraphs.	______	______
2. Readied equipment.	______	______
3. Keyed information and proofed letter on monitor.	______	______
4. Made corrections as necessary.	______	______
5. Transmitted file electronically to phototypesetting equipment.	______	______
6. Insured that document is printed as planned.	______	______
7. Removed and stored diskette, or logged off computer.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature ______________________ **Date** ______________

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 57

TASK: Print document by interfacing word processing equipment with photocopying equipment.

STANDARD OF PERFORMANCE OF TASK:

Document must be keyed without errors and printed as planned.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Photocopier/printer
Paper
Toner
Document to be input
Equipment manuals

ENABLING OBJECTIVES:

1. Use photocopying equipment.
2. Use word processing equipment.
3. Use modem.
4. Use printer.
5. Proofread and make corrections.

RESOURCES:

1. Daggett, Badrkhan and Kruse. **Computers and Information Technology,** pp. 62-67.
2. Practice text.

TEACHING ACTIVITIES:

1. Discuss with student the basics of typesetting equipment. Tell them that the characters are on a filmstrip which look like a long narrow photographic negative. The filmstrip is mounted on a rotating drum and an electronic flash lamp is flashed at the proper time to project one of these characters onto photographic paper.
2. Use the font select command to select the typeface, and other commands to change the spacing between lines, and the size of the type.

PERFORMANCE OBJECTIVE 57 (Continued)

3. Have the student enter text using the word processing equipment and store it on a disk after it has been proofread and corrected.
4. Explain to the student that once the copy is stored on the disk it may be set, at which time the computer directs the flashing of the electronic flash and the movement of the mirror to position the characters on the paper. Once the copy is set, the photographic paper is removed from the machine and developed in a special processor. Now the copy is ready to be pasted up and sent to the print shop.
5. Tell the student to use the translation table to translate specific character combinations into the text files.
6. Tell the student to telephone the type shop and establish a communication link. Then send the translation table and then the text files.
7. Remind students to check the finished document to insure that the document has been printed as planned.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a practice document, the document should be keyed in and proofread on the screen for content, format, and typographical errors. The document should then be printed by interfacing word processing equipment with photocopying equipment.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's work for correctness.

CHECKLIST FOR PERFORMANCE OBJECTIVE 57 EVALUATION

PERFORMANCE TEST FOR PRINTING, DISTRIBUTING AND RECEIVING OUTPUT

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Readied equipment.		
2. Entered and verified text.		
3. Proofread document.		
4. Entered correct commands to print document.		
5. Transmitted document.		
6. Printed and collated documents.		
7. Removed and stored diskette correctly or logged off correctly.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 58

TASK: Output information according to sort criteria.

STANDARD OF PERFORMANCE OF TASK:

Information (file) must be correctly printed according to desired sort criteria.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Printer
Stored files and software programs/manuals
Selected sort criteria
Equipment manuals

ENABLING OBJECTIVES:

1. Use word processing equipment and software.
2. Use printer.
3. Use file program.

RESOURCES:

1. Fruehling and Weaver. **Electronic Office Procedures,** Chapter 11.

TEACHING ACTIVITIES:

1. Explain to students the work-saving features of the sort capability of a file program.
2. Have students look in the manual of the file software program to learn the capabilities of the program and to learn the commands necessary to activate or run the sort feature.
3. Review with the students the simulated programs in the selected activities text.
4. Have the students use previously stored programs to print out information according to the desired criteria, such as age, sex, numerical, or alphabetical order.
5. Ask the students to work through the exercises in the software manual that pertain to the sort feature of the program.

PERFORMANCE OBJECTIVE 58 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given stored files and a software program, the student will output information according to sort criteria. Information (file) must be printed accurately according to desired sort criteria.

Method of Evaluating Practical Application:

The instructor will use the checklist to evaluate the student's work.
All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 58 EVALUATION

PERFORMANCE TEST FOR PRINTED INFORMATION ACCORDING TO SORT CRITERIA

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Readied equipment.	________	________
2. Edited or retrieved designated file.	________	________
3. Entered commands for desired sort criteria.	________	________
4. Reviewed file on monitor and made corrections if necessary.	________	________
5. Entered command to print file as designated.	________	________
6. Reviewed hard copy to insure that file has been printed as desired.	________	________
7. Removed and stored diskette, or logged off computer.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature ________________________ Date

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 59

TASK: Output document via modem.

STANDARD OF PERFORANCE OF TASK:

The document output via modem must be an exact copy.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Telecommunications terminal
Modem
Telephone
Document to be sent
Equipment manual
Word processing equipment manuals
Telecommunications terminal manuals
Telephone manuals

ENABLING OBJECTIVES:

1. Use word processing equipment.
2. Use telecommunications terminal.
3. Use modem.

RESOURCES:

1. Daggett, Badrkhan and Kruse. **Computers and Information Technology,** pp. 63-67.
2. Fruehling and Weaver. **Electronic Office Procedures,** Chapter 11.
3. Practice text.

TEACHING ACTIVITIES:

1. Define modulation for student and explain the necessity for the use of a modem in the electronic transmission of data from one location to another using analog transmission.
2. Plan a field trip to an office that outputs documents using a modem.
3. Use a television program, if available, or transparencies and an overhead projector to illustrate to students the steps to output a document.
4. Demonstrate for the student how to output a document using a modem.
5. Observe the student as the student outputs a document using a modem.
6. Have the student research the way that a modem operates and write a research paper on its use.

PERFORMANCE OBJECTIVE 59 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a modem connected to a printer that interfaces with it, the student will output a document that will be an exact copy of the original.

Method of Evaluating Practical Application:

The printed document must be correctly positioned on the paper and must be an exact copy of the original document. The checklist should be used.

PERFORMANCE GUIDE:

1. Readied equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
    c. Turn on telecommunications terminal.
    d. Turn on modem.
2. Set up telecommunications session.
3. Transmit document by selecting options or performing necessary commands as suggested in equipment manual.
4. Turn off telecommunications terminal and modem at conclusion of transmission.
5. Remove and store diskette, or log off computer.

CHECKLIST FOR PERFORMANCE OBJECTIVE 59 EVALUATION

PERFORMANCE TEST FOR PRINTED DOCUMENT VIA MODEM

____

Student's Name **Date**

ITEMS TO BE EVALUATED		Satisfactory	Unsatisfactory
1.	Prepared equipment.	______	______
2.	Reviewed document for printing.	______	______
3.	Entered necessary commands to print document.	______	______
4.	Waited for end-of-print signal.	______	______
5.	Logged off computer.	______	______

APPROVED: Yes ______ No ______

____

Evaluator's Signature **Date**

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 60

TASK: Transmit document using electronic mail system.

STANDARD OF PERFORMANCE OF TASK:

Document must be transmitted via electronic mail system to designated recipient in accordance with established procedures.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Word processing software and manual
Printer
Document to be transmitted using electronic mail system
Equipment manuals
Procedures manual

ENABLING OBJECTIVES:

1. Use word processing equipment.
2. Use telecommunications terminal.
3. Use modem.

RESOURCE:

1. Bergerud and Gonzalez. **Word/Information Processing Concepts of Office Automation/Teacher's Manual,** Chapter 7.

TEACHING ACTIVITIES:

1. Have the student create a document to be transmitted.
2. Have the student check the equipment manual to determine the correct commands to be used to ready the document for transmission.
3. Arrange with another properly equipped school to receive electronic mail from your student and respond to it.
4. Demonstrate for the student the established procedures for transmitting document electronically, by defining a recipient of the document, accessing the system, and transmitting the document.
5. Have the student transmit a document using the electronic mail system.

PERFORMANCE OBJECTIVE 60 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given the word processing equipment, the student will transmit a document using the electronic mail system.

Method of Evaluating Practical Application:

The document must be transmitted via electronic mail system to designated recipient in accordance with established procedures and the checklist.

PERFORMANCE GUIDE:

1. Create document.
2. Perform necessary steps according to established procedures to ready document for transmission via electronic mail.
3. Define recipient (mailbox) of document.
4. Access electronic mail function in accordance with established procedures.
5. Perform necessary steps according to established procedures to transmit document via electronic mail.

CHECKLIST FOR PERFORMANCE OBJECTIVE 60 EVALUATION

PERFORMANCE TEST FOR TRANSMITTING DOCUMENT USING ELECTRONIC MAIL SYSTEM

Student's Name __________________________ Date __________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Created document.	________	________
2. Performed necessary steps according to established procedures to ready document for transmission via electronic mail.	________	________
3. Defined recipient (mailbox) of document.	________	________
4. Accessed electronic mail function in accordance with established procedures.	________	________
5. Performed necessary steps according to established procedures to transmit document via electronic mail.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature __________________________ Date __________

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 61

TASK: Monitor electronic mail.

STANDARD OF PERFORMANCE OF TASK:

Electronic mail must be monitored on a regular schedule for receipt of transmitted information.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Situation requiring monitoring of electronic mail
Equipment manual
Procedures manual

ENABLING OBJECTIVES:

1. Use word processing equipment.
2. Use modem.
3. Use printer.

RESOURCES:

1. Equipment manual for modem.
2. Rosen and Fielden. **Word Processing,** second edition, pp. 208-211.

TEACHING ACTIVITIES:

1. Discuss with student the process of logging on to the computer to check for waiting mail, which can then be printed and filed like any other document.
2. Explain to the student that electronic mail is the method by which information is rapidly transmitted over telecommunications lines or via satellite without requiring the physical movement of paper.
3. Have the student research the two basic types of electronic mail and prepare a paper contrasting the use of the teletypewriter systems and facsimile systems.
4. Tell the students that the sender may check to see if the message has been received by including a "receipt required" message and that the document may be cancelled, if desired.
5. Arrange a field trip to a facility that uses electronic mail services.

PERFORMANCE OBJECTIVE 61 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given the necessary equipment, the student will monitor the system for incoming mail and print the document.

Method of Evaluating Practical Application:

The student will monitor electronic mail on a regular schedule for receipt of transmitted information and will print an exact copy. The instructor will use the checklist to evaluate the student's work.

PERFORMANCE GUIDE:

1. Define schedule for monitoring electronic mail based upon established company transmission schedule.
2. Access electronic mailbox for messages according to schedule.

CHECKLIST FOR PERFORMANCE OBJECTIVE 61 EVALUATION

PERFORMANCE TEST FOR MONITORING ELECTRONIC MAIL

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Defined schedule for monitoring electronic mail based upon established company transmission schedule.	________	________
2. Accessed electronic mailbox for messages according to schedule.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 62

TASK: Receive document via modem.

STANDARD OF PERFORMANCE OF TASK:

The document received via modem must be an exact copy of the information that is transmitted.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Telecommunications terminal
Modem
Telephone
Printer
Document to be received
Equipment manual

ENABLING OBJECTIVES:

1. Use word processing equipment.
2. Use modem and telecommunications equipment.
3. Use printer.

RESOURCES:

1. Practice text.
2. Rosen and Fielden. **Word Processing,** second edition, pp. 208-211.

TEACHING ACTIVITIES:

1. Arrange a field trip to an office that uses electronic mail, so students can observe the actual process in operation.
2. Explain to the student that electronic mail is the method by which information is rapidly transmitted over telecommunications lines or via satellite without requiring the physical movement of paper.
3. Demonstrate for the student the use of a modem to receive a document.
4. Observe as the student receives a document via modem and give help as needed.
5. Use a television program, if available, or transparencies and an overhead projector to illustrate the proper steps necessary to receive document via a modem.

PERFORMANCE OBJECTIVE 62 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given the necessary equipment, the student will receive a document via a modem and print an exact copy of it.

Method of Evaluating Practical Application:

A checklist will be used to evaluate the student's work. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Turn on modem, printer and terminal.
2. Enter necessary commands to receive and print document.
3. Observe for end-of-printing session.
4. Log off.

CHECKLIST FOR PERFORMANCE OBJECTIVE 62 EVALUATION

PERFORMANCE TEST FOR RECEIVING DOCUMENT VIA MODEM

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Turned on modem, printer and terminal.	______	______
2. Entered necessary commands to receive and print document.	______	______
3. Observed for end-of-printing session.	______	______
4. Logged off.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 63

TASK: Change ribbon on printer.

STANDARD OF PERFORMANCE OF TASK:

The ribbon must be changed according to equipment manual and must produce clear, readable print.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor or terminal and computer mainframe or minicomputer word processing software manual.
Printer
New ribbon
Equipment manual

ENABLING OBJECTIVES:

1. Identify functions of printer ribbon.
2. Follow directions.

RESOURCES:

1. Printer manual.
2. Fruehling and Weaver. **Electronic Office Procedures,** pp. 265-267.

TEACHING ACTIVITIES:

1. Have the student locate the section on changing the ribbon in the printer manual.
2. Read instructions in printer manual regarding how to change the ribbon.
3. Demonstrate the way to open the printer cover and expose the ribbon carrier.
4. Explain that you should look carefully at how the ribbon is installed before removing it, and have the students observe the way that the ribbon looks before removing it.
5. Look carefully at labeled diagrams in manual, comparing diagram with ribbon to be removed and replaced.
6. Demonstrate the removal and replacement of the ribbon.
7. Print a sample copy to ensure that ribbon prints properly.

PERFORMANCE OBJECTIVE 63 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a ribbon and a printer, remove and replace the ribbon and print sample copy. The copy must have clear, readable print.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's work for correctness. All items must be satisfactory.

PERFORMANCE GUIDE:

1. Read instructions in equipment manual for changing ribbon.
2. Change ribbon according to equipment manual.
3. Operate printer to check quality of print.

CHECKLIST FOR PERFORMANCE OBJECTIVE 63 EVALUATION

PERFORMANCE TEST FOR CHANGING RIBBON ON PRINTER

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Read manual instructions on how to change ribbon.	______	______
2. Opened printer correctly.	______	______
3. Removed old ribbon correctly.	______	______
4. Installed new ribbon correctly.	______	______
5. Printed clear sample copy using new ribbon.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 64

TASK: Change printwheel on printer.

STANDARD OF PERFORMANCE OF TASK:

The printwheel must be changed according to the equipment manual and must function correctly.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Printer
New printwheel
Equipment manual

ENABLING OBJECTIVES:

1. Use microcomputer, word processor, or terminal and computer mainframe or minicomputer.
2. Use printer.

RESOURCES:

1. Fruehling and Weaver. **Electronic Office Procedures,** pp. 265-267.
2. Printer manual.

TEACHING ACTIVITIES:

1. Have student find correct section in the printer manual and read it carefully, paying particular attention to the diagram showing the printwheel.
2. Have the student open the printer cover and examine the placement of the printwheel.
3. Discuss the importance of noting how the printwheel is installed before removing it.
4. Remind student to be sure that the printer is turned off before removing printhead.
5. Have the student remove the printwheel and replace it, following the directions in the manual.
6. Have the student print a few lines of text in order to be sure that the printwheel is installed properly.

PERFORMANCE OBJECTIVE 64 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a printwheel and a printer, the student will replace the printwheel and print a sample copy of text.

Method of Evaluating Practical Application:

Using the checklist, the instructor will evaluate student's work. All items must be satisfactory.

PERFORMANCE GUIDE:

1. Read instructions for changing printwheel on printer.
2. Change printwheel according to equipment manual.
3. Check printer to insure printwheel is correctly installed.

CHECKLIST FOR PERFORMANCE OBJECTIVE 64 EVALUATION

PERFORMANCE TEST FOR PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Observed printhead.	______	______
2. Read manual for instructions.	______	______
3. Removed used printhead.	______	______
4. Installed new printhead.	______	______
5. Printed practice material to check printing.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 65

TASK: Load paper in printer.

STANDARD OF PERFORMANCE OF TASK:

Paper must be loaded in printer according to equipment manual with minimum downtime and must operate correctly when printing is resumed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Printer
Paper
Equipment manual

ENABLING OBJECTIVES:

1. Use microcomputer, word processor, or terminal and computer, mainframe or minicomputer.
2. Use printer.

RESOURCES:

1. Printer manual.
2. Fruehling and Weaver. **Electronic Office Procedures,** pp. 270-272.

TEACHING ACTIVITIES:

1. Have student find the correct section in the printer manual and read it carefully, paying particular attention to the illustration showing the correct method of loading paper.
2. Have the student read the section pertaining to paper loading.
3. Discuss the importance of noting how the paper is loaded before removing it.
4. Remind the student to be sure that the printer is turned off.
5. Have the student remove the paper and reload it, following the directions in the manual.
6. Have the student print a few lines of text in order to be sure that the paper is loaded properly.

PERFORMANCE OBJECTIVE 65 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a printer and paper, the student will load the paper and resume printing correctly. A checklist will be used to evaluate the student's work.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's work for correctness.

PERFORMANCE GUIDE:

Single Sheet

1. If paper must be added during printing, determine status of job.
2. Check for operator messages and respond as needed.
3. Insure that there are no obstructions in paper path.
4. Remove, fill, and replace paper trays according to equipment manual.
5. Run copy to determine if printer is operating correctly.

Continuous Feed

1. If paper must be added during printing of job, determine status of job.
2. Check for operator messages and respond as needed.
3. Insert paper according to equipment manual.
4. Insure that paper feeds correctly and that printer operates correctly as printing continues.

CHECKLIST FOR PERFORMANCE OBJECTIVE 65 EVALUATION

PERFORMANCE TEST FOR PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

Student's Name ______________________________ Date ______________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Observed paper.	________	________
2. Read manual for instructions.	________	________
3. Installed new paper.	________	________
4. Printed practice material to check for success.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature ______________________________ Date ______________

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 66

TASK: Collate document.

STANDARD OF PERFORMANCE OF TASK:

Document must be collated in order with no missing pages.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Collator
Document to be collated
Equipment manual

ENABLING OBJECTIVE:

1. Operate collator.

RESOURCE:

1. Rosen and Fielden. **Word Processing,** second edition, pp. 208-211.

TEACHING ACTIVITIES:

1. Have the student find the section of the collator manual and read section dealing with turning on the collator and loading the paper, paying particular attention to the diagram showing how to load the paper.
2. Remind the student to check the original document to insure the pages are in correct order.
3. Have the student observe as the teacher loads the collator, turns it on, collates the document, and turns off the collator.
4. Discuss the importance of always checking the document to insure that the completed document has its pages in the correct order.
5. Give the student the collated documents and have student stack documents for processing or distribution, following a pattern that makes for the most efficient use of time.
6. Have the student check the collated document to insure that the pages are in the correct order.

PERFORMANCE OBJECTIVE 66 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a document to be collated, the student will collate a document correctly.

Method of Evaluating Practical Application:

Use the checklist to evaluate the student's work. All items should be satisfactory.

PERFORMANCE GUIDE:

1. Check original document to insure the pages are in correct order.
2. Load collator according to equipment manual.
3. Turn on collator, collate document, and turn collator off.
4. Check collated document to insure correct order.
5. Stack collated document for processing or distribution.

CHECKLIST FOR PERFORMANCE OBJECTIVE 66 EVALUATION

PERFORMANCE TEST FOR COLLATING DOCUMENT

Student's Name Date

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Checked original document to insure that pages are in correct order.	______	______
2. Loaded collator according to equipment manual.	______	______
3. Ran one copy and checked collated document to insure correct order.	______	______
4. Turned on collator, collated document, and turned collator off.	______	______
5. Stacked collated document for processing or distribution.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature Date

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 67

TASK: Coordinate schedule for courier service.

STANDARD OF PERFORMANCE OF TASK:

Courier schedule must provide needed service within required time frame.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Bonded, insured, and licensed employees
Vehicles
Information concerning workloads necessitating courier service

ENABLING OBJECTIVE:

1. Identify courier services in area.

RESOURCE:

1. Fruehling and Weaver. **Electronic Office Procedures,** pp. 290-291.

TEACHING ACTIVITIES:

1. Discuss the purpose of a courier service with the class and how a courier service is a method of making the office more efficient and productive.
2. Ask the student to role play a situation in which the student works for a courier service, and is assigned the job of coordinating a schedule for the service.
3. Have the student develop and print out a schedule devised by reviewing a simulated work load and time schedule.
4. Have the student draft and print out a tentative schedule for a courier service.
5. Have the student write a memorandum informing employees involved of the final courier schedule and ask them to have material ready on time for the courier.

PERFORMANE OBJECTIVE 67 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given the courier schedule and information concerning workloads necessitating courier service, the student will prepare a courier service schedule.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's work for correctness.

PERFORMANCE GUIDE:

1. Review work loads that necessitate courier service.
2. Review time schedules.
3. Develop courier schedule considering information in Steps 1 and 2.
4. Inform employees involved of tentative schedule.
5. Finalize courier service schedule after time period.
6. Obtain authorization for implementation of schedule.
7. Inform employees involved of final schedule.
8. Revise schedule whenever the work load warrants.

CHECKLIST FOR PERFORMANCE OBJECTIVE 67 EVALUATION

PERFORMANCE TEST FOR COORDINATING SCHEDULE FOR COURIER SERVICE

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Reviewed work loads that necessitate courier service.	________	________
2. Reviewed time schedules.	________	________
3. Developed courier schedule considering information in Steps 1 and 2.	________	________
4. Informed employees involved of tentative schedule.	________	________
5. Finalized courier service schedule after trial period.	________	________
6. Obtained authorization for implementation of schedule.	________	________
7. Informed employees involved of final schedule.	________	________
8. Revised schedule whenever the work load warrants.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PRINTING, DISTRIBUTING, AND RECEIVING OUTPUT

PERFORMANCE OBJECTIVE 68

TASK: Sort completed jobs.

STANDARD OF PERFORMANCE OF TASK:

Jobs must be sorted correctly upon completion.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Jobs to be sorted

ENABLING OBJECTIVE:

1. Identify basic jobs in office.

RESOURCES:

1. Baxon, Steinfield and Schultheis. **Record Keeping in the Computer Age,** pp. 18-21.

TEACHING ACTIVITIES:

1. Give the student a variety of completed jobs and ask them to sort them according to predetermined criteria.
2. Discuss the importance of being careful to arrange jobs according to a stated plan.
3. Remind students to check completed work to be sure that the sorting plan has been followed accurately.
4. Discuss the importance of being sure that completed work gets to the proper recipient by being careful not to mix jobs.
5. Observe as student sorts completed job.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given jobs to be sorted, the student will sort correctly.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's work for correctness.

PERFORMANCE OBJECTIVE 68 (Continued)

PERFORMANCE GUIDE:

1. Determine the order in which jobs are to be sorted.
2. Sort jobs according to the determined order.
3. Check completed jobs to insure they are sorted correctly.

CHECKLIST FOR PERFORMANCE OBJECTIVE 68 EVALUATION

PERFORMANCE TEST FOR SORTING COMPLETED JOBS

Student's Name ______________________ **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Determined the order in which jobs are to be sorted.	______	______
2. Sorted jobs according to the determined order.	______	______
3. Checked completed jobs to insure they are sorted correctly.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature ______________________ **Date**

PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 69

TASK: Answer incoming telephone call.

STANDARD OF PERFORMANCE OF TASK:

The telephone must be answered in a courteous and professional manner; the caller must be assisted with requests and given information; and messages must be taken.

SOURCE OF STANDARD:

Consenses of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Telephone
Incoming telephone call
Pad/pen
Knowledge of correct telephone techniques

ENABLING OBJECTIVES:

1. Use office telephone.
2. Knowledge of business telephone etiquette.

RESOURCES:

1. General Telephone etiquette guide, "Courtesy Is Contagious."
2. Luke and Stiegler. **Office Systems and Procedures,** pp. 130-131.
3. Oliverio and Pasewark. **Secretarial Office Procedures,** 10th ed., pp. 299-305.

TEACHING ACTIVITIES:

1. Explain the importance of answering the telephone promptly.
2. Explain the importance of determining the caller's name and organization.
3. Demonstrate how to correctly identify the organization and self.
4. Instruct the student to establish the purpose of the call.
5. Explain the importance of volunteering helpful information and making inquiries as appropriate.
6. Discuss the correct way to transfer a call.
7. Discuss correct procedures for taking messages.
8. Demonstrate how to verify a message.
9. Discuss how to complete the call.

PERFORMANCE OBJECTIVE 69 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will role play a situation to demonstrate correct telephone technique when answering an incoming telephone call.

Method of Evaluating Practical Application:

Using the checklist, the instructor will evaluate the student's responses. All items must be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 69 EVALUATION

PERFORMANCE TEST FOR ANSWERING INCOMING TELEPHONE CALLS

Student's Name **Date**

ITEMS TO BE EVALUATED		Satisfactory	Unsatisfactory
1.	Answered telephone promptly.	____	____
2.	Determined caller's name and organization.	____	____
3.	Identified organization.	____	____
4.	Established purpose of the call.	____	____
5.	Gave helpful information.	____	____
6.	Made inquiries as appropriate.	____	____
7.	Transferred the call correctly.	____	____
8.	Verified the message.	____	____
9.	Completed the call.	____	____

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 70

TASK: Place telephone call.

STANDARD OF PERFORMANCE OF TASK:

Telephone call must accomplish its stated purpose and must be made using correct telephone techniques.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Telephone and dictionary
Situation requiring call to be made
Knowledge of correct telephone techniques

ENABLING OBJECTIVE:

1. Use business telephone.

RESOURCES:

Luke and Stiegler. **Office Systems and Procedures,** p. 137.
Oliverio and Pasewark. **Secretarial Office Procedures,** 10th Edition, pp. 308-310.

TEACHING ACTIVITIES:

1. Discuss the importance of having all the information needed to place the call written down in order to convey a complete message.
2. Instruct student to check telephone directory or personal number list before dialing the number. Stress the importance of correct dialing.
3. Demonstrate how to identify yourself and your company and how to state the purpose of the call.
4. Explain the importance of restating the message to insure accuracy if the person you are calling is not available.
5. Discuss how to complete the call.

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will role play a situation to demonstrate correct telephone technique when placing a telephone call.

PERFORMANCE OBJECTIVE 70 (Continued)

Method of Evaluating Practical Application:

Using the checklist, the instructor will evaluate the student's responses. All items must be satisfactory.

PERFORMANCE GUIDE:

1. Review purpose of call.
2. Locate name and number of person to be called.
3. Make call, observing correct telephone techniques.
    a. Dial number.
    b. Identify yourself and ask for person with whom you wish to speak.
    c. When requested person answers, identify yourself and state purpose of call.
    d. Conclude conversation and restate any relevant points to insure accuracy of message.
    e. If requested person is not available, leave message as may be required and conclude call.
4. Document call whenever necessary.

CHECKLIST FOR PERFORMANCE OBJECTIVE 70 EVALUATION

PERFORMANCE TEST FOR PLACING TELEPHONE CALL

Student's Name ______________________________ Date ______________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Verified telephone number.	______	______
2. Identified self.	______	______
3. Stated purpose of the call.	______	______
4. Left the message.	______	______
5. Completed the call.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature ______________________________ Date ______________

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 71

TASK: Maintain telephone log.

STANDARD OF PERFORMANCE OF TASK:

The telephone log must provide an accurate record of outgoing long-distance calls and incoming telephone calls and messages as needed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Telephone log
Telephone message forms
Long-distance telephone calls made and received
Incoming telephone calls and messages to be taken

ENABLING OBJECTIVES:

1. Use business telephone.
2. Write legibly.

RESOURCES:

1. Luke and Stiegler. **Office Systems and Procedures,** p. 133.
2. Oliverio and Pasewark. **Secretarial Office Procedures,** 10th Edition, p. 302.

TEACHING ACTIVITIES:

1. Provide a form (log) on which incoming calls and outgoing calls are to be recorded. Discuss and explain the use of the form.
2. Discuss the importance of accuracy when recording telephone calls and messages on a telephone log.
3. Explain the importance of indicating details of long distance calls.
4. Explain how the long-distance calls should be matched against the telephone bill at the end of the month.
5. Discuss procedures for filing telephone records.

PERFORMANCE OBJECTIVE 71 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given telephone messages and long distance call information, the student will record the simulated calls on a telephone log.

Method of Evaluating Practical Application:

The instructor will evaluate the student's work using the checklist. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Determine method by which incoming messages and outgoing long-distance calls are to be recorded.
2. Maintain record of incoming telephone messages whenever individuals are not available to receive calls.
3. Maintain daily record of long-distance calls made.
4. At end of month, match charges from telephone bill with records of outgoing long-distance calls made.
5. Record charges on appropriate forms.
6. File telephone records as needed.

CHECKLIST FOR PERFORMANCE OBJECTIVE 71 EVALUATION

PERFORMANCE TEST FOR MAINTAINING TELEPHONE LOG

Student's Name ____________________ **Date** __________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Determined method to be used to record incoming messages and outgoing long-distance calls.	______	______
2. Maintained accurate record of incoming calls.	______	______
3. Maintained accurate daily record of long-distance calls made.	______	______
4. Verified charges from telephone bill with record of long-distance calls made.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature ____________________ **Date** __________

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 72

TASK: Maintain appointment calendars.

STANDARD OF PERFORMANCE OF TASK:

Appointments, cancellations, and schedule changes must be recorded accurately; sufficient time must be allowed for each appointment, and appointments must not overlap.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Appointments to be scheduled
Administrator's appointment calendar
Administrative assistant's appointment calendar

ENABLING OBJECTIVES:

1. Knowledge of office functions.
2. Write legibly.

RESOURCE:

1. Luke and Stiegler. **Office Systems and Procedures,** pp. 101-106.

TEACHING ACTIVITIES:

1. Discuss how to handle requests for appointments.
2. Explain the importance of scheduling enough time needed for the appointments so that appointments do not overlap.
3. Explain the importance of keeping a neat calendar in order to reduce the chances of making mistakes. Stress the importance of legible handwriting and clearly written numbers.
4. Discuss the importance of leaving unscheduled time for other office activities.
5. Discuss the importance of maintaining several calendars.
6. Discuss how to make changes and cancellations on the appointment calendars.
7. Explain ways to keep the supervisor informed of appointments, cancellations, and changes in the daily schedule.
8. Explain how to remind the supervisor of appointments for the day.

PERFORMANCE OBJECTIVE 72 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given the necessary information and materials, the student will maintain several calendars by recording appointments, making cancellations, making schedule changes, and allowing sufficient time for appointments without an overlap.

Method of Evaluating Practical Application:

The instructor will use the checklist to evaluate the student's work. All items must be satisfactory.

PERFORMANCE GUIDE:

1. Make and confirm appointments for administrator, considering
   a. Sufficient time for each appointment
   b. Other commitments
   c. Work habits and preferences.
2. Record appointments on administrator's and administrative assistant's appointment calendars.
3. Record cancellations and schedule changes on administrator's and administrative assistant's appointment calendars.
4. Inform administrator of appointments, cancellations, and schedule changes.
5. Remind administrator of appointments.

CHECKLIST FOR PERFORMANCE OBJECTIVE 72 EVALUATION

PERFORMANCE TEST FOR MAINTAINING APPOINTMENT CALENDARS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Scheduled appointments accurately.	______	______
2. Cancelled appointments.	______	______
3. Made schedule changes.	______	______
4. Allowed sufficient time for each appointment.	______	______
5. Appointments did not overlap.	______	______

APPROVED: Yes ______ No ________

Evaluator's Signature **Date**

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DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 73

TASK: Make travel arrangements and reservations.

STANDARD OF PERFORMANCE OF TASK:

Travel and lodging arrangements must be made on a timely basis, must be confirmed, and must be acceptable to the traveler.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Travel and lodging arrangements to be made
Travel request approval form
Services of travel agent (or timetables and guides)

ENABLING OBJECTIVES:

1. Knowledge of basic travel procedures.
2. Identify basic forms needed for travel.

RESOURCES:

1. Luke and Stiegler. **Office Systems and Procedures**, pp. 112-126.
2. Oliverio and Pasewark. **Secretarial Office Procedures**, pp. 464-494.

TEACHING ACTIVITIES:

1. Invite a travel agent to speak to the class.
2. Arrange for a field trip to a travel agency.
3. Explain what is meant by a travel request approval form.
4. Explain and show the student an example of an itinerary.
5. Explain what information must be gathered from the traveler before arrangements can begin.
6. Explain time changes and give the student a copy of a timetable.
7. Have the student gather information on reservations, payments, and other pertinent information from hotels/motels in the area.
8. Explain the importance of travel confirmation.
9. Discuss how to make and confirm travel reservations.
10. Discuss how to assemble tickets and confirmation notices.
11. Discuss how to make and confirm appointment schedules at the destination point.
12. Explain the importance of preparing several copies of the itinerary.

PERFORMANCE OBJECTIVE 73 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Role-play by dividing the class into travelers and those making the travel arrangements. Provide the student with all necessary information and require he/she to make travel arrangements on a timely basis, confirm the arrangements, prepare an itinerary, and get approval that the arrangements are acceptable to the traveler.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's work for correctness. All items must be satisfactory.

PERFORMANCE GUIDE:

1. Gather information about the travel such as:
    a. Dates and times of departure and return
    b. Preferred mode of transportation
    c. Preferred lodging accommodations
    d. Appointments at traveler's destination.
2. Prepare travel request approval form.
3. Make and confirm travel arrangements.
4. Make and confirm lodging reservations.
5. Assemble tickets and confirmation notices.
6. Make and confirm necessary appointments at destination.
7. Prepare copies of the itinerary for traveler and for office.

CHECKLIST FOR PERFORMANCE OBJECTIVE 73 EVALUATION

MAKING TRAVEL ARRANGEMENTS AND RESERVATIONS

____

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered all pertinent information.	________	________
2. Made and confirmed travel arrangements.	________	________
3. Made and confirmed lodging reservations.	________	________
4. Made and confirmed appointments at destination.	________	________
5. Prepared itinerary.	________	________

APPROVED: Yes ______ No ______

____

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 74

TASK: Obtain passport.

STANDARD OF PERFORMANCE OF TASK:

The passport application must be completed accurately and must be submitted, along with required supporting documentation, far enough in advance to enable the traveler to receive passport prior to departure.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Situation requiring foreign travel
Passport application form (DSP-82 or DSP-11)
Proof of U.S. citizenship
Proof of identity
Photographs
Payment for passport fee and execution fee
Knowledge of visa requirements

ENABLING OBJECTIVE:

1. Identify forms needed for obtaining passport.

RESOURCES:

1. Travel agency.
2. County courthouse.

TEACHING ACTIVITIES:

1. Define what is meant by a passport.
2. Discuss who is eligible for a passport.
3. Discuss what is meant by foreign travel.
4. Invite a guest speaker to speak to the class on procedures to follow to obtain a passport.
5. Have students obtain brochures on passports from a travel agent.
6. Have students obtain passport applications.
7. Discuss what is needed for proof of citizenship.
8. Discuss what can be used for proof of identity.
9. Discuss the size of photographs that meet passport office requirements.
10. Discuss payment for passport fee.
11. Define visa.
12. Discuss inoculations required for foreign travel.

PERFORMANCE OBJECTIVE 74 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will complete an application for a passport and attach supporting documents to it.

Method of Evaluating Practical Application:

The instructor will use the checklist to grade the student's work.

PERFORMANCE GUIDE:

1. Review situation requiring foreign travel.
    a. If traveler has had a previous passport, inquire about eligibility to use mail-in application (DSP-82).
    b. If traveler is a first-time applicant, obtain a passport application (DSP-11) from a travel agency or other issuing office.
2. Complete passport application.
3. Assemble required supporting documentation.
    a. Proof of U.S. citizenship (previous U.S. passport or birth certificate).
    b. Proof of identity (driver's license or other acceptable identification).
    c. Two 2 x 2-inch photographs that meet Passport Office requirements.
4. Process payment for passport fee and execution fee.
5. Have traveler apply in person, with required supporting documentation, to an agent authorized to accept passport applications.
6. Arrange for any necessary visas.
7. Arrange for any necessary inoculations.

CHECKLIST FOR PERFORMANCE OBJECTIVE 74 EVALUATION

PERFORMANCE TEST FOR OBTAINING PASSPORT

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Obtained a passport application.		
2. Completed passport application.		
3. Obtained required documentation:		
-- proof of U.S. citizenship		
-- proof of identity		
-- photograph		
4. Determined cost of passport.		

APPROVED: Yes _______ No _______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 75

TASK: Order supplies.

STANDARD OF PERFORMANCE OF TASK:

Supplies requisitions and/or purchase orders must be completed correctly, and purchase orders must be submitted to vendors sufficiently ahead of time to insure the delivery of supplies before they are needed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Situation requiring ordering of supplies
Supplies inventory (written or determined by visual inspection)
Information about vendors and prices
Requisitions and/or purchase orders

ENABLING OBJECTIVE:

1. Identify basic purchasing forms.

RESOURCE:

1. Baron, Steinfield and Schultheis. **Record Keeping in the Computer Age,** pp. 369-372.

TEACHING ACTIVITIES:

1. Explain several ways to determine the kinds and quantities of supplies needed.
2. Explain the importance of securing and retaining names of vendors.
3. Explain the importance of comparing prices before purchasing supplies.
4. Discuss points to be considered before selecting vendors.
5. Define purchase order.
6. Define supplies requisition.
7. Have student prepare supplies requisitions and/or purchase orders.
8. Discuss the importance of having supplies requisitions and/or purchase orders approved.
9. Assign the student to prepare purchase orders for mailing.

PERFORMANCE OBJECTIVE 75 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will correctly complete supplies requisitions and/or purchase orders, and prepare purchase orders for mailing.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's work for correctness. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 75 EVALUATION

PERFORMANCE TEST FOR ORDERING SUPPLIES

____
Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Determined supplies needed and quantities needed.	________	________
2. Provided a list of vendors.	________	________
3. Compared prices.	________	________
4. Selected vendors.	________	________
5. Prepared purchase orders for mailing.	________	________

APPROVED: Yes ______ No ______

____
Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 76

TASK: Maintain supplies inventory.

STANDARD OF PERFORMANCE OF TASK:

The supplies inventory must be adequate, available when needed, stored in an orderly fashion, secured against theft and misuse, and properly accounted for according to designated procedures.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Supplies
Inventory records
System for storing supplies
System for accounting for supplies
Area for storing supplies

ENABLING OBJECTIVE:

1. Identify types of office supplies.

RESOURCE:

1. Baron, Steinfield and Schultheis. **Record Keeping in the Computer Age,** pp. 369-372.

TEACHING ACTIVITIES:

1. Discuss what is meant by taking an inventory.
2. Show the student an inventory record.
3. Have the student enter information on an inventory record.
4. Discuss how to update inventory records as supplies are added or withdrawn.
5. Have the student compute the inventory total.
6. Have the student adjust the inventory records according to the inventory total.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given the necessary information, the student will adequately maintain an inventory record, safely store it, make it available as needed, and make adjustments at the end of the accounting period.

PERFORMANCE OBJECTIVE 76 (Continued)

Method of Evaluating Practical Applications:

The instructor will use the checklist to grade the student's work. All items should be satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 76 EVALUATION

PERFORMANCE TEST FOR MAINTAINING SUPPLIES INVENTORY

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Listed and verified supplies in stock.	________	________
2.	Entered information on inventory records.	________	________
3.	Updated inventory records.	________	________
4.	Computed inventory total.	________	________
5.	Adjusted inventory records.	________	________

APPROVED: Yes ______ No _______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 77

TASK: Make photocopy of document.

STANDARD OF PERFORMANCE OF TASK:

The specified number of clear copies, free of smudges, must be reproduced.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Photocopier
Document to be copied
Number of copies needed

ENABLING OBJECTIVE:

1. Operate copier.

RESOURCES:

1. Copier manual.
2. Fruehling and Weaver. Electronic Office Procedures, pp. 278-280.

TEACHING ACTIVITIES:

1. Have student turn on photocopier.
2. Instruct student to set machine for number of copies needed.
3. Demonstrate placement of original copy. Ask the student to demonstrate this procedure.
4. Have the student make one copy and check for quality.
5. Demonstrate how to make machine adjustments if needed. Have the student make machine adjustments.
6. Have the student set machine for number of additional copies needed.
7. Explain procedures to follow if machine should malfunction.
8. Demonstrate how paper is added. Have student add the paper.
9. Have student remove originals and photocopies from machine.
10. Demonstrate how log entries would be made, if required.
11. Have the student reset the machine.

PERFORMANCE OBJECTIVE 77 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

With the photocopier turned off, give the student an original document to copy. The student will be able to reproduce a specified number of copies, free of smudges, of an original document.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's work for correctness. All items should be satisfactory.

PERFORMANCE GUIDE:

1. Ensure that photocopier is turned on.
2. Set machine for number of copies needed.
3. Position original copy.
4. Make one copy and check its quality.
5. Adjust machine if necessary to insure reproduction of clear, smudge-free copies.
6. Set machine for number of additional copies needed.
7. Call person designated as key operator if machine malfunctions.
8. Add paper as required.
9. Remove original and photocopies from machine.
10. Make entry in log if required.
11. Reset machine for one copy and standard size paper at conclusion of job.

CHECKLIST FOR PERFORMANCE OBJECTIVE 77 EVALUATION

PERFORMANCE TEST FOR MAKING PHOTOCOPY OF DOCUMENT

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Turned on copier.		
2.	Set machine for one copy.		
3.	Positioned original copy.		
4.	Reproduced one copy.		
5.	Made adjustments as necessary.		
6.	Reproduced additional copies.		
7.	Checked paper.		
8.	Removed papers from machine.		
9.	Recorded log entry.		
10.	Reset machine.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 78

TASK: Clean information/word processing equipment.

STANDARD OF PERFORMANCE OF TASK:

The information/word processing equipment should be cleaned on a regular schedule so that it is free of dirt and dust and functions as needed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Information/word processing equipment
Cleaning supplies
Equipment manual

ENABLING OBJECTIVE:

1. Operate the information/word processing equipment.

RESOURCE:

1. Computer equipment manual.

TEACHING ACTIVITIES:

1. Establish a schedule for cleaning the information/word processing equipment.
2. Demonstrate the parts of the equipment that require cleaning.
3. Establish and explain all safety precautions that student must follow when cleaning the equipment.
4. Demonstrate the cleaning of the equipment. Explain to the student that he/she will clean the equipment in the future according to the established schedule.
5. Have student check equipment after it is cleaned to see that it is operational.
6. Have student store cleaning supplies in an assigned place.
7. Provide the student with a log sheet on which to record the date of cleaning, supplies used, name of student, and other pertinent information desired.

PERFORMANCE OBJECTIVE 78 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Give the student the supplies needed and have the student clean the equipment.

Method of Evaluating Practical Application:

Using the checklist provided, the instructor will observe the student clean the equipment according to the established schedule and the guidelines in the equipment manual, and then demonstrate that the equipment is operational. All items should be satisfactory.

PERFORMANCE GUIDE:

1. Establish cleaning schedule for information/word processing equipment following equipment manual guidelines.
2. Clean information/word processing equipment adhering to prescribed procedures and observing all safety precautions.
3. Return cleaning supplies to storage.
4. Document any required information.

CHECKLIST FOR PERFORMANCE OBJECTIVE 78 EVALUATION

PERFORMANCE TEST FOR CLEANING INFORMATION/WORD PROCESSING EQUIPMENT

Student's Name ________________________________ **Date** ____________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Cleaned the equipment according to the schedule.	________	________
2. Demonstrated that the equipment is operational after cleaning.	________	________
3. Followed all safety precautions.	________	________
4. Returned supplies to assigned place.	________	________
5. Completed log sheet.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature ________________________________ **Date** ____________

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 79

TASK: Clean printer.

STANDARD OF PERFORMANCE OF TASK:

The printer should be cleaned at designated intervals following equipment guidelines and should function normally upon completion of cleaning.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Printer
Cleaning supplies
Equipment manual

ENABLING OBJECTIVES:

1. Operate printer.

RESOURCE:

1. Printer manual.

TEACHING ACTIVITIES:

1. Establish a schedule for cleaning the printer.
2. Demonstrate the parts of the printer that require cleaning.
3. Establish and explain all safety precautions that student must follow when cleaning the printer.
4. Demonstrate the cleaning of one printer. Explain to student that he/she will clean printer in the future according to the established schedule.
5. Have student check printer after it is cleaned to see that it is operational.
6. Have student store cleaning supplies in an assigned place.
7. Provide student with a log sheet on which to record the date of the cleaning, supplies used, name of student, and other pertinent information needed.

PERFORMANCE OBJECTIVE 79 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given the necessary supplies, the student will clean the printer, following the guidelines in the equipment manual. The student will demonstrate that the printer is operational after the cleaning.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's work for correctness.

PERFORMANCE GUIDE:

1. Establish cleaning schedule for printer following recommended guidelines.
2. Clean printer adhering to prescribed procedures and observing all safety precautions.
3. After cleaning, perform check to insure that printer is operational.
4. Return cleaning supplies to storage.
5. Document any required information.

CHECKLIST FOR PERFORMANCE OBJECTIVE 79 EVALUATION

PERFORMANCE TEST FOR CLEANING PRINTER

____

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Cleaned printer.	______	______
2.	Demonstrated printer to be operational.	______	______
3.	Followed all safety precautions.	______	______
4.	Returned supplies to assigned place.	______	______
5.	Completed log sheet.	______	______

APPROVED: Yes ______ No ______

____

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 80

TASK: Maintain magnetic media (disk, diskette, tape) file.

STANDARD OF PERFORMANCE OF TASK:

Magnetic media file should be maintained so that stored items are kept in a safe, secure environment and identified by means of a master list. File should permit easy storage and retrieval by designated users and should be updated as needed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Magnetic media to be filed
Magnetic media storage (cabinets, shelves, files, and other storage facilities as available and required)
Brochures on filing systems and equipment

ENABLING OBJECTIVE:

1. Identify procedures for handling magnetic media.

RESOURCES:

1. Brenan and Mandell. **Introduction to Computers and Basic Programming,** pp. 349-350.
2. Robichand, Muscat, Hall. **Introduction to Data Processing,** 3rd Edition, pp. 164- 165.

TEACHING ACTIVITIES:

1. Explain ways to determine major needs of the office for filing magnetic media.
2. Discuss volume, access, durability, and security in terms of needs.
3. Explain the importance of identifying storage area to be used and arranging for necessary storage cabinets, shelves, and files.
4. Discuss various filing systems and procedures that could be used for removing items.
5. Explain that magnetic media is then stored according to filing system being used.
6. Stress the importance of keeping a master list of stored items and their locations.
7. Explain the reasons and importance of deleting old material and adding new material to the files periodically.
8. Explain the importance of keeping the magnetic media storage needs current.
9. Arrange a field trip to a local industry/business.

PERFORMANCE OBJECTIVE 80 (Continued)

10. Invite a guest speaker from industry/business to explain the organization of their magnetic media file.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a magnetic media file, the student will describe how to maintain, retrieve and store files.

Method of Evaluating Practical Evaluation:

The instructor will use the checklist to grade the student's work. All items should be satisfactory.

PERFORMANCE GUIDE:

1. Evaluate requirements of the office with regard to filing magnetic media and determine major needs, i.e., volume, access, durability, security.
2. Identify storage area to meet needs and obtain necessary storage cabinets, shelves, and files.
3. Devise filing system to be used (alphabetic, numeric, subject) and procedures for removing items.
4. Store magnetic media according to filing system being used.
5. Keep a master list of stored items and their location in the filing system.
6. Periodically, depending on usage of media, update the list and storage files, deleting old material and adding new material.
7. Review and revise procedures on an as-needed basis to insure magnetic media storage needs are current.
8. Document procedures for future reference.

CHECKLIST FOR PERFORMANCE OBJECTIVE 80 EVALUATION

PERFORMANCE TEST FOR MAINTAINING MAGNETIC MEDIA (DISK, DISKETTE, TAPE) FILE

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Identified a safe, secure environment for the file.		
2. Maintained a master list of stored items.		
3. Update the file as needed.		
4. Documented procedures for future reference.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 81

TASK: Maintain software library.

STANDARD OF PERFORMANCE OF TASK:

Software library should be maintained so that stored items are kept in a safe, secure environment and identified by means of a master list; file should permit easy storage and retrieval by designated users and should be updated as needed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Software
Storage facilities

ENABLING OBJECTIVE:

1. Identify procedures used in handling software.

RESOURCES:

1. Brenan and Mandell. **Introduction to Computers and Basic Programming,** pp. 349-350.
2. Robichaud, et. al. **Introduction to Data Processing,** 3rd edition, pp. 164-165.

TEACHING ACTIVITIES:

1. Explain how to determine procedures for evaluating the need to keep a software library.
2. Explain the importance of identifying storage area to be used and arranging for necessary storage cabinets, shelves, and files.
3. Discuss various filing systems and procedures that could be used for removing items.
4. Explain that magnetic media is then stored according to filing system being used.
5. Explain how to prepare a master list of stored items.
6. Explain the reasons and importance of deleting old material and adding new material to the files periodically.
7. Discuss the importance of documentation.
8. Take a field trip to a local industry/business to view the software library.
9. Invite a guest speaker from local industry/business to explain the organization of their software library.

PERFORMANCE OBJECTIVE 81 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a software library to maintain, the student will describe the procedures used to maintain master lists, to store and retrieve files.

Method of Evaluating Practical Application:

Using the checklist, the instructor will inspect the student's work for correctness.

PERFORMANCE GUIDE:

1. Evaluate requirements of the office with regard to keeping software library.
2. Identify storage area to meet needs and obtain necessary storage cabinets, shelves, and files.
3. Devise system to be used (alphabetic, numeric, subject) and procedures for removing items.
4. Store software system according to system being used.
5. Keep a master list of stored items.
6. Update list of stored software periodically as situation warrants.
7. Review and revise procedures on an as-needed basis to ensure software library needs are met.
8. Document procedures for future reference.

CHECKLIST FOR PERFORMANCE OBJECTIVE 81 EVALUATION

PERFORMANCE TEST FOR MAINTAINING SOFTWARE LIBRARY

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Identified a safe, secure environment in which to set up the library.	____________	____________
2. Provided a master list of stored items.	____________	____________
3. Updated the file as needed.	____________	____________
4. Documented procedures for future reference.	____________	____________

APPROVED: Yes ______ No _______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 82

TASK: Maintain filing system (nonelectronic).

STANDARD OF PERFORMANCE OF TASK:

Materials should be filed in a systematic manner and should be easily accessible.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Filing supplies, including folders and labels
Materials to be filed
Filing cabinets
Storage facility to house files and materials

ENABLING OBJECTIVE:

1. Identify basic filing procedures.

RESOURCE:

1. Oliverio and Pasewark. **Procedures for the Modern Office,** 7th edition, pp. 257-260.

TEACHING ACTIVITIES:

1. Discuss the various types of filing systems available.
2. Explain how to determine the type of file system needed.
3. Have the student assemble the necessary supplies needed to set up the file system.
4. Have the student label all of the files based on the system chosen.
5. Have the student file materials in the appropriate folders.
6. Have the student place file folders in a file cabinet or other storage area.
7. Stress the importance of checking the files periodically for accurate filing.
8. Have student add and delete files as needed.
9. Explain how to use an in/out log for files.
10. Make student maintain in/out log.

PERFORMANCE OBJECTIVE 82 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given the necessary materials and information, the student will set up a file system.

Method of Evaluating Practical Application:

The materials should be filed in a systematic manner and should be easily accessible. The instructor will use the checklist to evaluate the student's work.

CHECKLIST FOR PERFORMANCE OBJECTIVE 82 EVALUATION

PERFORMANCE TEST FOR MAINTAINING FILING SYSTEM (NONELECTRONIC)

____
Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Determined type of file system needed.	________	________
2. Assembled all supplies needed.	________	________
3. Labeled all files.	________	________
4. Filed material in folders.	________	________
5. Filed folders in appropriate place.	________	________
6. Checked files for accuracy.	________	________
7. Added and deleted files and materials as needed.	________	________
8. Maintained file in/out log.	________	________

APPROVED: Yes ______ No _______

____
Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 83

TASK: Copy one diskette to another.

STANDARD OF PERFORMANCE OF TASK:

The back-up diskette must be an exact copy.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Software
Program diskette for word processor
Diskette to be copied
Diskette to be used as back-up copy.
Equipment manual

ENABLING OBJECTIVES:

1. Operate the microcomputer or word processor.
2. Distinguish between disk drives.
3. Load the program diskette.

RESOURCE:

1. Computer equipment manual.

TEACHING ACTIVITIES:

1. Instruct the student to turn on the microcomputer or word processor, insert the diskette, or if using terminal/computer mainframe or minicomputer, log on to computer.
2. Explain the difference between source diskette and target diskette.
3. Instruct the student to insert source diskette in appropriate drive and to insert target diskette in appropriate drive.
4. Write on the chalkboard the correct commands to be keyed in order to copy a diskette, and explain what is taking place when the red light goes on and off.
5. Instruct the student to follow the directions in the manual and copy a diskette.
6. Instruct the student to remove the diskettes from the disk drives.
7. Instruct the student to verify that the diskette is copied by loading the disk and viewing the contents.
8. Instruct the student to label the copied diskette for proper identification.

PERFORMANCE OBJECTIVE 83 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a diskette to be copied and a blank diskette, copy the diskette and verify the contents. The copied diskette must be an exact copy.

Method of Evaluating Practical Application:

The instructor will check the student's diskette to see if the back-up diskette is an exact copy. A checklist will be used to evaluate student's work.

PERFORMANCE GUIDE:

1. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe or minicomputer, log on to computer.
2. Load the word processing program diskette and then remove.
3. Refer to equipment manual for the following procedures:
    a. Drive station in which to place the diskette to be copied (target disk drive)
    b. Drive station in which to place the back-up diskette (source disk drive)
    c. Keys, sequence of commands, and menu choice to be used to copy the diskette.
4. Place the diskettes in the appropriate drive stations (target/source).
5. Copy the diskette by selecting the appropriate menu prompts, code sequence, or keys.
6. When signal appears at conclusion of the copy process, remove diskettes from drive stations.
7. Verify the accuracy of the copy procedure:
    a. Insert copied diskette and display on the screen a table of contents.
    b. Review selected documents on the screen for content accuracy.
8. Label back-up diskette as such and file in sequence in back-up storage facility if copy procedure was successful.
9. Recopy the diskette if new version is inaccurate or incomplete, following previous guidelines and using a new diskette.

CHECKLIST FOR PERFORMANCE OBJECTIVE 83 EVALUATION

PERFORMANCE TEST FOR COPYING ONE DISK TO ANOTHER

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Readied equipment.	______	______
2. Loaded work processing program.	______	______
3. Identified drives for diskettes.	______	______
4. Copied a diskette.	______	______
5. Removed diskettes.	______	______
6. Verified accuracy of copied diskettes.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 84

TASK: Assist visitor/user.

STANDARD OF PERFORMANCE OF TASK:

Visitor/user must be welcomed in a helpful manner, identified, and directed or taken to the appropriate person.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Visitor/user who needs assistance

ENABLING OBJECTIVES:

1. Identify basic welcoming procedures.

RESOURCE:

1. Luke and Stiegler. **Office Systems and Procedures,** pp. 549-552.

TEACHING ACTIVITIES:

1. Explain how to welcome visitors/users.
2. Explain the importance of asking the visitor/user the purpose of the visit and who they wish to see.
3. Discuss various security procedures that could be used by businessess/companies.
4. Discuss the correct ways to make introductions.
5. Discuss ways to direct visitor/user to specific locations.
6. Discuss several ways that may be used to sign visitor/user out.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given an appropriate situation, the student will assist the visitor as necessary.

Method of Evaluating Practical Application:

A checklist will be used to evaluate the student's performance.

PERFORMANCE OBJECTIVE 84 (Continued)

PERFORMANCE GUIDE:

1. Welcome visitor/user and obtain name and affiliation (whenever necessary).
2. Identify purpose of visit and person visitor/user wishes to see.
3. Sign in visitor and assist with security clearance.
4. Assist visitor/user or direct to other person as the situation warrants.
5. Determine availability of person, make introductions, and inform person of nature of visitor's/user's visit as needed.
6. Sign visitor out.

CHECKLIST FOR PERFORMANCE OBJECTIVE 84 EVALUATION

PERFORMANCE TEST FOR ASSISTING VISITOR/USER

____

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Welcomed visitor/user.	______	______
2. Identified purpose of visit.	______	______
3. Followed security procedures.	______	______
4. Assisted visitor/user to correct location.	______	______
5. Checked availability of person.	______	______
6. Made introductions.	______	______
7. Signed visitor out.	______	______

APPROVED: Yes ______ No ______

____

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 85

TASK: Distribute mail.

STANDARD OF PERFORMANCE OF TASK:

Each piece of mail except personal/confidential mail must be opened, dated, sorted, and distributed to the designated locations accurately and promptly.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Incoming mail
Letter opener
Date stamp and ink pad
Paper clips
Stapler

ENABLING OBJECTIVES:

1. Knowledge of company/office personnel.

RESOURCE:

1. Oliverio and Pasewark. **Secretarial Office Procedures,** 10th Edition, pp. 226-235.

TEACHING ACTIVITIES:

1. Discuss that the procedures for handling mail depends on the size of the business.
2. Explain the procedure for opening the mail, including mail that is marked personal/confidential.
3. Explain the procedure for checking the contents.
4. Demonstrate how enclosures should be attached and how the envelope should be attached to the contents.
5. Explain various ways to date and time stamp the mail and the importance of doing so.
6. Discuss the possibility of underlining and annotating correspondence.
7. Discuss the need to sometimes make photocopies of correspondence.
8. Discuss how to sort and arrange the mail in order of importance.
9. Discuss the various ways mail could be distributed.

PERFORMANCE OBJECTIVE 85 (Continued)

CRITERION-REFERNCED MEASURE:

Practical Application:

Given the necessary information for receiving incoming mail, the student will determine the time/date, order of priority, and how the mail is to be sorted and arranged.

Method of Evaluating Practical Application:

Using the checklist, the instructor will evaluate the student's work for correctness. All items should be satisfactory.

PERFORMANCE GUIDE:

1. Open all mail except personal/confidential items.
2. Remove contents, noting condition if damaged.
3. Attach enclosures (and envelopes if appropriate).
4. Date stamp the mail.
5. Sort and arrange mail.
6. Place processed mail in designated locations, such as in mail boxes or on individual desks.

CHECKLIST FOR PERFORMANCE OBJECTIVE 85 EVALUATION

PERFORMANCE TEST FOR DISTRIBUTING MAIL

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Opened mail correctly.		
2. Checked contents for damage.		
3. Attached enclosures and envelopes.		
4. Dated/time-stamped mail.		
5. Sorted and arranged mail.		
6. Distributed mail to designated locations.		

APPROVED: Yes _______ No ________

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 86

TASK: Add toner to photocopier.

STANDARD OF PERFORMANCE OF TASK:

Toner should be added to photocopier according to equipment directions.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Photocopier
Toner
Equipment manual

ENABLING OBJECTIVES:

1. Identify toner and location in photocopier.

RESOURCE:

1. Photocopier manual.

TEACHING ACTIVITIES:

1. Explain safety precautions to be used.
2. Demonstrate location of toner receptacle on the photocopier.
3. Have student open the photocopier where toner receptacle is located.
4. Using the equipment manual, demonstrate how to add toner.
5. Have student add toner.
6. Have student close the photocopier.
7. Have student dispose of empty toner bottle.
8. Have student demonstrate that photocopier is operational.

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will follow directions in the equipment manual and add toner to the photocopier.

Method of Evaluating Practical Application:

The instructor will evaluate the student's actions using the checklist.

PERFORMANCE OBJECTIVE 86 (Continued)

PERFORMANCE GUIDE:

1. Obtain bottle of toner to be added to photocopier.
2. Open the photocopier at the point where toner receptacle is located, and add toner as directed in equipment manual.
3. Dispose of empty toner bottle, and close the photocopier.
4. Insure that photocopier is functioning properly.

CHECKLIST FOR PERFORMANCE OBJECTIVE 86 EVALUATION

PERFORMANCE TEST FOR ADDING TONER TO THE PHOTOCOPIER

Student's Name ____ **Date** ____________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Followed safety precautions.	________	________
2. Opened photocopier.	________	________
3. Added toner.	________	________
4. Closed photocopier.	________	________
5. Disposed of empty bottle.	________	________
6. Demonstrated printer to be operational.	________	________

APPROVED: Yes ______ No _______

Evaluator's Signature ____ **Date** ____________

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DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 87

TASK: Take correspondence or other documents in shorthand.

STANDARD OF PERFORMANCE OF TASK:

Shorthand notes must be readable and complete so they can be transcribed accurately.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Supplies for dictation
Dictionary and other reference materials

ENABLING OBJECTIVES:

1. Knowledge of shorthand.

RESOURCE:

1. Rosen and Fielden. **Word Processing,** second edition, pp. 150-153.

TEACHING ACTIVITIES:

1. Discuss the importance of assembling all supplies before taking dictation.
2. Explain the importance of recording the date of the dictation on the shorthand pad.
3. Explain the importance of verifying the spelling and accuracy of names, dates, times, dollar amounts, and other pertinent information.
4. Explain the importance of collecting all enclosures and documents directly related to the dictation.
5. Discuss the importance of reading and editing the shorthand notes.
6. Provide reference manual, dictionaries, and other materials for student use.

CRITERION-REFERENCED MEASURE:

Practical Application:

The student will take dictation (correspondence/documents) in shorthand and will be able to prepare a mailable document.

Method of Evaluating Practical Application:

A checklist will be used to evaluate the student's work. All items should be rated satisfactory.

PERFORMANCE OBJECTIVE 87 (Continued)

PERFORMANCE GUIDE:

1. Assemble necessary supplies for dictation.
2. Note date of dictation on shorthand pad.
3. Record dictation.
4. Verify spelling of names and correctness of other data as needed.
5. Collect documents related to dictation as they are given by dictator.
6. Prepare for transcription by reading and editing shorthand notes, using dictionary and other reference materials as needed.

CHECKLIST FOR PERFORMANCE OBJECTIVE 87 EVALUATION

PERFORMANCE TEST FOR TAKING CORRESPONDENCE OR OTHER DOCUMENTS IN SHORTHAND

____
Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Assembled all supplies.	________	________
2. Noted the date of dictation on shorthand pad.	________	________
3. Recorded dictation.	________	________
4. Verified pertinent information.	________	________
5. Edited shorthand notes.	________	________
6. Read shorthand notes to instructor.	________	________

APPROVED: Yes ______ No ______

____
Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 88

TASK: Erase dictation cassette.

STANDARD OF PERFORMANCE OF TASK:

Dictation cassette that has been released must be fully erased.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Tape to be erased
Tape eraser
Tape transcriber

ENABLING OBJECTIVE:

1. Operate the transcriber.

RESOURCES:

1. Dictation equipment manual.
2. Stewart, et al. **Office Procedures,** pp. 261-273.

TEACHING ACTIVITIES:

1. Explain the importance of verifying that the information recorded on the tape is no longer needed.
2. Explain the procedures for erasing a tape.
3. Have the student erase a tape.
4. Have the student listen to part of the tape to verify that the information has been erased.
5. Have the student return the tape to its proper place.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a cassette tape, the student will be required to completely erase it.

Method of Evaluating Practical Application:

Using the checklist, the instructor will evaluate the student's work for correctness.

PERFORMANCE OBJECTIVE 88 (Continued)

PERFORMANCE GUIDE:

1. Verify that the dictated information on the tape is no longer required.
2. Pass the dictation cassette through the hand-held eraser, or place the cassette into the transcriber and press the erase/rewind buttons.
3. Listen to a small portion of the tape to insure that the tape is fully erased.
4. Return the cassette to the author or to the central holding area for cassettes.

CHECKLIST FOR PERFORMANCE OBJECTIVE 88 EVALUATION

PERFORMANCE TEST FOR ERASING DICTATION CASSETTE

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Verified that the information was no longer needed.		
2. Followed correct procedures to erase a tape.		
3. Verified that information was erased.		
4. Returned tape to proper place.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 89

TASK: Delete unneeded document from storage.

STANDARD OF PERFORMANCE OF TASK:

Unneeded document (file) must be deleted.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
File (document) to be deleted
Procedures manual
Equipment manual

ENABLING OBJECTIVE:

1. Operate word processing equipment.

RESOURCES:

1. Computer equipment/software manual.
2. Fruehling and Weaver. **Electronic Office Procedures,** pp. 212-224.

TEACHING ACTIVITIES:

1. Have the student determine the document that is to be deleted.
2. Have the student verify that the document should be deleted.
3. Have the student turn on the equipment, insert diskette, load program or log on to the computer.
4. Have the student identify the file that is to be deleted.
5. Have the student delete the file.
6. Have the student verify that the file has been deleted.
7. Have the student remove and store diskette, or log off computer.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given computer and diskette, the student will delete a file that is no longer needed.

PERFORMANCE OBJECTIVE 89 (Continued)

Method of Evaluating Practical Application:

Using the checklist, the instructor will evaluate the student's work. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 89 EVALUATION

PERFORMANCE TEST FOR DELETING UNNEEDED DOCUMENT FROM STORAGE

Student's Name **Date**

ITEMS TO BE EVALUATED	**Satisfactory**	**Unsatisfactory**
1. Determined document to be deleted.		
2. Readied equipment.		
3. Identified file to be deleted.		
4. Deleted file.		
5. Verified file was deleted.		
6. Removed and stored diskette or logged off computer.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 90

TASK: Convert document from one system to another.

STANDARD OF PERFORMANCE OF TASK:

The converted document must incorporate all data, formats, and commands that existed on the original document.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Minicomputer, word processor, or terminal and computer mainframe or minicomputer
Diskettes
Archive units/CPUs
Situation requiring conversion from one system to another
Equipment and software manuals
Word processing software

ENABLING OBJECTIVE:

1. Identify basic conversion software procedures.

RESOURCES:

1. Software application manual.
2. Brennan and Mandell. **Introduction to Computers and Basic Programming,** pp. 343-354.

TEACHING ACTIVITIES:

1. Demonstrate how to turn on the microcomputer or word processor, or how to sign on to the computer if using a terminal/computer mainframe.
2. Demonstrate how to retrieve a stored document.
3. Demonstrate how to insert a diskette.
4. Explain procedures to replace stored commands in document that is to be converted.
5. Demonstrate how to file the cleaned-up document onto diskettes.
6. Locate instructions for transferring diskettes of new system.
7. Demonstrate how to copy a document into a new system.
8. Demonstrate how to retrieve stored document for formatting and editing according to new system.
9. Explain how to print the document.

PERFORMANCE OBJECTIVE 90 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given document to be converted from one system to another, the student will copy the document, complete with all stored commands that existed on the original document.

Method of Evaluating Practical Application:

The instructor will visually check the contents of the diskette to see that the document contains all data, formats, and commands that existed on the original document.

PERFORMANCE GUIDE:

1. Ready equipment.
    a. Turn on microcomputer or word processor, insert diskette, and load program, or
    b. If using terminal/computer mainframe on minicomputer, log on to computer.
2. Select current stored document to be converted.
3. Replace stored commands in document to be converted.
4 File (archive) cleaned-up document onto diskettes.
5. Transfer to diskettes of new system in accordance with equipment manual.
6. Copy transferred stored document into new system from diskettes.
7. Access the stored document in order to reformat and edit in accordance with methods recognized by new equipment to insure its printing properly.

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 91

TASK: Update manual.

STANDARD OF PERFORMANCE OF TASK:

Manual must be updated as procedural changes are added, revised, or deleted.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Microcomputer, word processor, or terminal and computer mainframe or minicomputer
Manual to be updated
Changes in procedures requiring changes in manual
Access to reprographics (printer/photocopier)

ENABLING OBJECTIVE:

1. Identify procedures needed to update company manuals and files.

RESOURCE:

1. Casady. **Word/Information Processing Concepts,** Unit 6.

TEACHING ACTIVITIES:

1. Go over procedures to follow to update a manual.
2. Demonstrate how to set up a folder in which to keep changes that are to be made in the manual.
3. Give an example of a copy of a change that is to be made.
4. Demonstrate how to record the effective date of the change.
5. Demonstrate how to record the affected page in the manual.
6. Explain that the information is placed in the folder.
7. Explain the importance of making copies of changes to be made.
8. Explain the importance of getting approval of revisions to be made.
9. Explain the procedures to prepare final copies and have copies printed.
10. Explain procedures to follow to distribute updated manual pages.

PERFORMANCE OBJECTIVE 91 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given specific changes, the student will update the manual as procedural changes are added, revised, or deleted.

Method of Evaluating Practical Application:

A checklist will be used to evaluate the student's performance. All items should be satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 91 EVALUATION

PERFORMANCE TEST FOR UPDATING MANUAL

Student's Name **Date**

ITEMS TO BE EVALUATED		Satisfactory	Unsatisfactory
1.	Established a file folder.		
2.	Obtained a copy of a change.		
3.	Made written notes of effective date of change.		
4.	Made written note of affected page in manual.		
5.	Filed information in the folder.		
6.	Made photocopies of the manual pages to be revised.		
7.	Submitted revisions for approval.		
8.	Distributed updated manual pages.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 92

TASK: Summarize charges for billing purposes.

STANDARD OF PERFORMANCE OF TASK:

Charges must be accurately summarized for billing purposes according to established procedures.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Charges to be recorded and summarized
Procedures manual

ENABLING OBJECTIVES:

1. Knowledge of basic billing procedures.
2. Accuracy with numbers.

RESOURCES:

1. **Baron, Steinfield and Schultheis. Record Keeping in the Computer Age,** pp. 399-405.

TEACHING ACTIVITIES:

1. Explain the importance of accurately recording numbers.
2. Explain how to identify charges.
3. Give several examples of procedures to be used in recording charges.
4. Have student record several charges using a specified procedure.
5. Explain how to summarize charges at specific intervals.
6. Explain the importance of checking summaries for accuracy.
7. Explain procedures for forwarding the summaries to the appropriate personnel.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given a problem, the student will accurately record and summarize charges using a procedure assigned by the instructor.

PERFORMANCE OBJECTIVE 92 (Continued)

Method of Evaluating Practical Application:

Using the checklist, the instructor will evaluate the student's work.

CHECKLIST FOR PERFORMANCE OBJECTIVE 92 EVALUATION

PERFORMANCE TEST FOR SUMMARIZING CHARGES FOR BILLING PURPOSES

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Identified charges to be recorded.	______	______
2. Developed procedures to follow in recording charges.	______	______
3. Recorded charges according to established procedures.	______	______
4. Summarized charges at designated intervals.	______	______
5. Checked charge summaries for accuracy.	______	______
6. Forwarded summaries to appropriate personnel.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 93

TASK: Maintain petty cash fund.

STANDARD OF PERFORMANCE OF TASK:

The petty cash fund must be accurately maintained and replenished as needed.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Petty cash record
Vouchers
Check to replenish fund

ENABLING OBJECTIVE:

1. Compute additions and subtractions.

RESOURCE:

1. Crawford et. al. **Century 21 Accounting, First-Year Course,** pp. 588-597.

TEACHING ACTIVITIES:

1. Explain what is meant by a petty cash fund and the purpose of the petty cash fund.
2. Define a petty cash voucher and explain how to prepare the voucher.
3. Define a petty cash record and explain how to maintain the petty cash record.
4. Explain what is meant by establishing, replenishing, and maintaining a petty cash fund.
5. Explain the mathematical computations involved in maintaining a petty cash record.

CRITERION-REFERENCED MEASURE:

Practical Application:

Given the necessary information and necessary forms, the student will establish, replenish, and maintain a petty cash fund.

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PERFORMANCE OBJECTIVE 93 (Continued)

Method of Evaluating Practical Application:

A checklist will be used to evaluate the student's performance. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Record beginning balance.
2. Prepare petty cash vouchers.
3. Journalize vouchers in petty cash record.
4. Foot and balance records periodically.
5. Prepare petty cash statements periodically.
6. Replenish petty cash fund as needed.
7. Record new balance.

CHECKLIST FOR PERFORMANCE OBJECTIVE 93 EVALUATION

PERFORMANCE TEST FOR MAINTAINING PETTY CASH FUND

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Recorded beginning balance.		
2. Prepared petty cash vouchers.		
3. Entered vouchers in record.		
4. Completed math computations.		
5. Replenished petty cash fund.		
6. Indicated new balance in fund.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES

PERFORMANCE OBJECTIVE 94

TASK: Prepare correspondence and documents for mailing.

STANDARD OF PERFORMANCE OF TASK:

All correspondence and documents must be folded correctly, must be placed in the correct envelopes, must have the correct postage affixed, and must meet outgoing mail schedules.

SOURCE OF STANDARD:

Consensus of writing team composed of workers in information processing specialist domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Outgoing mail
Mail processing equipment
Knowledge of classes of mail

ENABLING OBJECTIVES:

1. Identify basic mail handling procedures.

RESOURCE:

1. Luke and Stiegler. **Office Systems and Procedures,** pp. 497-499.

TEACHING ACTIVITIES:

1. Discuss procedures for collecting and organizing correspondence that is to be mailed.
2. Discuss the importance of matching correspondence and documents with envelopes.
3. Stress the importance of including the proper enclosures in the envelope.
4. Demonstrate how to fold a letter when using a long envelope and how to correctly insert the letter in the envelope.
5. Demonstrate how to fold a letter when using a short envelope and how to correctly insert the letter in the envelope.
6. Demonstrate how to fold a letter when using a window envelope and how to correctly insert the letter in the envelope.
7. Demonstrate how to determine the correct postage amount and how to affix the postage.
8. Discuss the designated location for outgoing mail.
9. Discuss the outgoing mail schedule.

PERFORMANCE OBJECTIVE 94 (Continued)

CRITERION-REFERENCED MEASURE:

Practical Application:

Given three pieces of correspondence and three envelopes, the student will fold the correspondence, insert the correspondence in the proper envelope, determine and affix the correct postage for each envelope, and indicate the mailing location and time schedule for mailing each piece of correspondence.

Method of Evaluating Practical Application:

The instructor will use the checklist to evaluate the student's work.

PERFORMANCE GUIDE:

1. Assemble correspondence and documents to be mailed.
2. Verify that addresses on documents and correspondence match those on envelopes.
3. Check for proper enclosures.
4. Fold mail correctly to fit envelopes.
5. Insert mail into envelopes and seal.
6. Determine and affix correct postage.
7. Deposit mail in designated location in time to meet outgoing mail schedules.

CHECKLIST FOR PERFORMANCE OBJECTIVE 94 EVALUATION

PERFORMANCE TEST FOR PREPARING CORRESPONDENCE AND DOCUMENTS FOR MAILING

____

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Assembled all correspondence to be mailed.	________	________
2.	Verified correspondence with correct envelopes.	________	________
3.	Checked envelopes for enclosures.	________	________
4.	Correctly folded and inserted mail in envelopes.	________	________
5.	Determined and affixed correct postage.	________	________
6.	Indicated designated mailing location.	________	________
7.	Used the outgoing mail schedule to determine time for mailing.	________	________

APPROVED: Yes ______ No ______

____

Evaluator's Signature **Date**

APPENDICES

APPENDIX A

DEFINITION OF TERMS

APPENDIX A

DEFINITION OF TERMS

CATALOG:
A comprehensive collection of performance objectives, performance guides, and related data developed in a specific domain.

CONSORTIUM:
A group of state agencies, institutions, or other entities which have been legally constituted through letters of commitment, agreements, or by assignment of higher authorities to work together toward the solution of problems in education. A consortium, for the purpose of this work, must have membership from autonomous agencies and institutions which cut across state boundaries as they attempt to solve problems or meet goals.

DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.):
A document published by the U.S. Department of Labor, Employment, and Training Administration. This publication groups occupations into systematic occupational classification structures based on interrelationships of job tasks and requirements.

DOMAIN (Occupational Domain):
A group of job titles that are related on the basis of required skills and knowledge.

D.O.T. CODE:
A nine-digit number used to identify a specific job within a given cluster.

DUTY:
A cluster of related tasks performed by incumbent workers in an occupational domain.

JOB:
A group of tasks performed by job incumbent.

OCCUPATIONAL ANALYSIS (Task Analysis):
The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational-technical education.

OCCUPATIONAL INVENTORY (Task Inventory Booklet):
A survey instrument listing tasks performed and tools and equipment used by job incumbents in an occupational domain.

OCCUPATIONAL SURVEY:
The procedures for collecting data to identify the duties and tasks that comprise one or more jobs, job types, or career field ladders for the collection and analysis of information concerning such duties.

PERFORMANCE-BASED INSTRUCTION:
Instruction which requires the learner's demonstration of specific competencies. The desired abilities are selected before the instruction is described and are clearly defined as observable performance objectives.

PERFORMANCE GUIDE (PG):
A series of steps required for performance of a task arranged in the sequence ordinarily followed.

PERFORMANCE OBJECTIVE (PO):
A statement, in precise measurable terms, of a particular behavior to be exhibited by a learner under specified conditions, including a standard of performance.

TASK:
A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishments and generally consists of two or more definite steps.

WRITING TEAM:
A team of people representing: instructors with a subject matter expertise; persons having knowledge and experience in developing criterion-referenced measures; local or state supervisors in the domain being developed; workers and supervisors of incumbent workers whose function is to analyze occupational data and develop performance objectives for specific D.O.T. areas.

APPENDIX B

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APPENDIX B

BIBLIOGRAPHY

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APPENDIX C

DUTIES, TASKS, AND PERFORMANCE OBJECTIVES

Duty/Task	P.O./ Page Number

SUPERVISING INFORMATION PROCESSING ACTIVITIES

Update information processing service	1/7
Prepare cost justification for hardware and software purchases or hardware leases	2/10
Plan hardware installation	3/13
Supervise hardware installation	4/15
Update software	5/17
Monitor hardware and software for working condition	6/20
Facilitate hardware repairs and maintenance	7/22
Maintain hardware and software inventory records	8/25
Develop information processing procedures	9/27
Establish information/word processing production standards	10/29
Develop code system for processed document	11/31
Organize filing of stored data	12/34
Establish work priorities for information processing	13/36
Log work in and out	14/38
Maintain production records	15/41
Report chargeback costs (reprographics)	16/43
Conduct tour of information processing operations	17/45
Compose correspondence and other communications	18/47
Resolve user problem	19/49
Train user to use dictation equipment	20/51
Keep up to date with technical developments	21/54

SUPERVISING INFORMATION PROCESSING EMPLOYEES

Prepare job description	22/57
Hire employee	23/59
Conduct employee training	24/61
Conduct employee performance evaluation	25/64
Maintain personnel records	26/66
Assign work to employee	27/68
Monitor employee's performance	28/70
Conduct staff meeting	29/72
Maintain safe, comfortable working environment	30/74
Schedule vacations	31/77
Dismiss employee	32/79
Maintain file of job openings	33/81

Duty/Task	P.O./ Page Number
ENTERING AND STORING DOCUMENTS AND FILES	
Initialize diskette	34/84
Key document from longhand	35/86
Key document from shorthand	36/88
Key document from machine transcription	37/90
Key document from edited rough draft	38/92
Key mailing labels and envelopes	39/94
Prepare back-up file	40/96
Maintain back-up file	41/99
Create glossary (user or program) file	42/102
Store repetitive material (boilerplate)	43/105
Update spelling dictionary	44/108
Key data into spreadsheet	45/111
Key data to prepare graphs and charts	46/114
EDITING AND CORRECTING DOCUMENTS AND FILES	
Proofread document for content, format, and typographical errors	47/118
Move (rearrange text)	48/121
Search and replace text	49/124
Insert and delete text	50/127
Rename file	51/130
Insert end-of-line hyphens into text	52/132
Prepare new document from existing documents	53/135
PRINTING, DISTRIBUTING, AND RECEIVING OUPUT	
Print document using continuous feed (fanfold or pinfeed) paper	54/139
Print document using single-sheet paper	55/141
Print document by interfacing word processing equipment with phototypsetting equipment	56/144
Print document by interfacing word processing equipment with phototypsetting equipment	57/147
Output information according to sort criteria	58/150
Output document via modem	59/153
Transmit document using electronic mail system	60/156
Monitor electronic mail	61/159
Receive document via modem	62/162
Change ribbon on printer	63/165
Change printwheel on printer	64/168
Load paper in printer	65/171
Collate document	66/174
Coordinate schedule for courier service	67/177
Sort completed jobs	68/180

Duty/Task	P.O./ Page Number
PERFORMING RELATED ADMINISTRATIVE SUPPORT ACTIVITIES	
Answer incoming telephone call	69/184
Place telephone call	70/187
Maintain telephone log	71/190
Maintain appointment calendars	72/193
Make travel arrangements and reservations	73/196
Obtain passport	74/199
Order supplies	75/202
Maintain supplies inventory	76/205
Make photocopy of document	77/208
Clean information/word processing equipment	78/211
Clean printer	79/214
Maintain magnetic media (disk, diskette, tape) file	80/217
Maintain software library	81/220
Maintain filing system (non-electronic)	82/223
Copy one diskette to another	83/226
Assist visitor/user	84/229
Distribute mail	85/232
Add toner to copier	86/235
Take correspondence or other documents in shorthand	87/238
Erase dictation cassette	88/241
Delete unneeded document from storage	89/244
Convert document from one system to another	90/247
Update manual	91/249
Summarize charges for billing purposes	92/252
Maintain petty cash fund	93/255
Prepare correspondence	94/258